West Virginia Wesleyan College Catalog 1980-1982

Buckhannon, WV 26201
Phone (304) 473-7011
Admissions (304) 473-8510

Catalog 1980-82

NOTICE OF NON-DISCRIMINATORY POLICY

West Virginia Wesleyan College, a private educational institution, admits students of any race, color, sex, handicap, creed, religion, and national or ethnic origin to all of the rights, privileges, programs and activities generally accorded or made available to students at the College. West Virginia Wesleyan College does not discriminate on the basis of race, color, sex, handicap, creed, religion and national or ethnic origin in the administration of its educational programs, admissions policies, scholarship and loan programs, athletics, co-curricular activities or other College administered programs.

The *West Virginia Wesleyan Catalog* is published biennially by West Virginia Wesleyan College, Buckhannon, West Virginia 26201. The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the College. The College reserves the right to make and designate the effective date of changes in curriculum, course offerings, fees, requirements for graduation and other regulations, at any time such changes are considered to be desirable or necessary.

2

Contents

College Calendar 1980-82	4
Wesleyan: New Directions	7
Wesleyan: Your College	11
Admission	19
Expenses and Financial Aid	23
Student Life	31
Academic Program	41
Instructional Offerings	57
Register	129
Index	139

College Calendar

1980
Fall Semester

August	30	Saturday	Orientation for new students begins
September	1-2	Mon.-Tue.	Registration; residence halls open for returning students
	3	Wednesday	Classes convene
	9	Tuesday	Last day for schedule changes and late registration. Deadline: P F application
October	16	Thursday	Incomplete grades from Spring Semester and Summer School due in Registrar's Office
	17	Friday	Founders Day
	18	Saturday	Homecoming
	22	Wednesday	Mid-term grades due in Registrar's Office
November	3	Monday	Last day for withdrawing from classes
	11-14	Tue.-Fri.	Preregistration
	22	Saturday	Fall Break; residence halls close (12 noon)
	30	Sunday	Residence halls open (12 noon)
December	1	Monday	Classes resume (8:00 a.m.)
	12	Friday	Reading Day - classes dismissed
	13-18	Sat.-Thu.	Final Examinations
			Residence halls close (7:00 p.m.)

1981
January Term

January	4	Sunday	Residence halls open (12 noon)
	5	Monday	January Term begins
	6	Tuesday	Last day for schedule changes and late registration; Deadline: P F application
	14	Wednesday	Last day for withdrawing from classes
	23	Friday	Final Examinations

1981
Spring Semester

January	26-27	Mon.-Tue.	Registration
	28	Wednesday	Classes convene
February	3	Tuesday	Last day for schedule changes and late registration; Deadline: P F application
March	10	Tuesday	Incomplete grades from Fall Semester & January Term due in Registrar's Office
	20	Friday	Mid-term grades due in Registrar's Office
	21	Saturday	Spring Break; residence halls close (12 noon)
	29	Sunday	Residence halls open (12 noon)
	30	Monday	Classes resume (8:00 a.m.)
April	6	Monday	Last day for withdrawing from classes
	13-15	Mon.-Wed.	Preregistration
	17	Friday	Good Friday; classes dismissed
May	1-3	Fri.-Sun.	Spring Weekend
	9-14	Sat.-Thu.	Final Examinations
	14	Thursday	Residence halls close for non-graduating students (7:00 p.m.)
	17	Sunday	Commencement

1981
Summer School - First Term (4 Week courses)

May	18	Monday	Registration (9-12:00 noon)
	19	Tuesday	Classes convene
	20	Wednesday	Last day for schedule changes and late registration
	29	Friday	Last day for withdrawing from classes
June	13	Saturday	Final Examinations

Summer School - Second Term			(4 Week courses)
June	15	Monday	Registration (9-12:00 noon)
	16	Tuesday	Classes convene
	17	Wednesday	Last day for schedule changes and late registration
	26	Friday	Last day for withdrawing from classes
July	11	Saturday	Final Examinations
Summer School - Third Term			(4 Week courses)
July	13	Monday	Registration (9-12:00 noon)
	14	Tuesday	Classes convene
	15	Wednesday	Last day for schedule changes and late registration
	24	Friday	Last day for withdrawing from classes
August	8	Saturday	Final Examinations
1981			
Fall Semester			
August	29	Saturday	Orientation for new students begins
Aug.-Sept.	31-1	Mon.-Tue.	Registration; residence halls open for returning students
September	2	Wednesday	Classes convene
	8	Tuesday	Last day for schedule changes and late registration; Deadline: P/F application
October	9	Friday	Founders Day
	10	Saturday	Homecoming
	16	Friday	Incomplete grades from Spring Semester & Summer School due in Registrar's Office
	21	Wednesday	Mid-term grades due in Registrar's Office
November	2	Monday	Last day for withdrawing from classes
	10-13	Tue.-Fri.	Preregistration
	21	Saturday	Fall Break; residence halls close (12 noon)
	29	Sunday	Residence halls open (12 noon)
	30	Monday	Classes resume (8:00 a.m.)
December	11	Friday	Reading Day - classes dismissed
	12-17	Sat.-Thu.	Final Examinations
			Residence halls close (7:00 p.m.)
1982			
January Term			
January	3	Sunday	Residence halls open (12 noon)
	4	Monday	January Term begins
	5	Tuesday	Last day for schedule changes and late registration; Deadline: P/F application
	13	Wednesday	Last day for withdrawing from classes
	22	Friday	Final Examinations
1982			
Spring Semester			
January	25-26	Mon.-Tue.	Registration
	27	Wednesday	Classes convene
February	2	Tuesday	Last day for schedule changes and late registration; Deadline: P/F application
March	9	Tuesday	Incomplete grades from Fall Semester & January Term due in Registrar's Office
	18	Thursday	Mid-term grades due in Registrar's Office
	30	Tuesday	Last day for withdrawing from classes
April	3	Saturday	Spring Break; residence halls close (12 noon)
	11	Sunday	Residence halls open (5:00 p.m.)
	13	Tuesday	Classes resume (8:00 a.m.)
	21-23	Wed.-Fri.	Preregistration
April-May	30-2	Fri.-Sun.	Spring Weekend
	8-13	Sat.-Thu.	Final Examinations
	13	Thursday	Residence halls close for non-graduating students (7:00 p.m.)
	16	Sunday	Commencement

Calendar subject to modification in the interest of the total College program.

1980-82

"A man can stretch his hand only to the length of his arm, but his intellect can span the vast reaches of space, time and being."

—Dr. Ernest Capstack, Jr.—
Professor of Chemistry

West Virginia Wesleyan is first and always a place where dreams are given direction and imagination finds focus in the hope that persons will, as Thoreau said, "meet with a success unexpected in common hours." Unlike much of the "real" world in which we live, Wesleyan is a place where person, reason and intellect have high value. Wesleyan exists to challenge the ordinary through the lives of persons who join together on an uncommon pilgrimage toward wisdom.

Since its founding in 1890, Wesleyan has been closely and intentionally tied to the United Methodist Church. The connection expresses a deep commitment of both to "intelligence seeking faith and faith seeking intelligence." This life of quest is lived within a community at this college. That means Wesleyan, more than most, cares for people. It respects the dignity of persons, invites inquiry into the meaning of life, and exhibits what visitors describe as "an uncommon friendliness."

Wesleyan: New Directions

Friendliness should not be mistaken for casualness, however. Because Wesleyan cares profoundly for persons, it expects a great deal from them: integrity, initiative, compassion, flexibility, curiosity, humor, and a capacity for joy.

The students and alumni who embody these characteristics are the great resource of Wesleyan. While its financial condition is solid and stable, the College is endowed with great persons more than great donations. Perhaps all of this has contributed to Wesleyan's sense of excitement about the future.

In a time when many small private colleges are struggling to survive, Wesleyan has just embarked on a new phase of growth. Under the banner, "Steward for a New Age," the College has committed itself to ten years of study and development centering around the twin themes of intellectual excellence and Christian values. While the academic program has never been in better shape, it is receiving even more attention. At a time when vocationalism is on the rise, Wesleyan is emphasizing the liberal

arts while also helping plan internships, off-campus learning, and independent study which support the career preparation programs. At a time when many schools are becoming more rigid in their views, Wesleyan asserts the strength of its United Methodist heritage to affirm responsibile freedom in the pursuit of academic, emotional, and spiritual knowledge.

Finally, Wesleyan has an uncommon commitment to common sense. That is, at Wesleyan we are committed to efficient management, stewardly maintenance of well-planned facilities and a "picture-book campus," and the fullest possible support of out-of-classroom activities.

West Virginia Wesleyan is a modern-day institution of higher learning constantly pursuing and resolutely achieving newer and greater goals. The College has a valiant heritage, but even more impressive it has an exciting present and a valid future.

What Is Wesleyan?

Statement of Mission

Unite the pair so long disjoined, Knowledge and vital piety.

—Charles Wesley—

West Virginia Wesleyan College is an independent, church-related, four-year college located in the Allegheny Highlands of north central West Virginia in the foothills of the Appalachian Mountains. Since 1890 it has served the educational needs of persons from the immediate region of West Virginia, from Pennsylvania, the Eastern Seaboard states, and other parts of our nation and world.

West Virginia Wesleyan College seeks and maintains a close association with The United Methodist Church and, as such, assumes a responsibility for Christian value-centered learning that explores the basic presuppositions of all education. It is committed to a concern for persons and the issues that surround them in society and aware of the favored status of our nation, it accepts a responsibility for less fortunate peoples all over the world. The College and the Church each pursues its particular mission simultaneously and interdependently with the College affirming responsible participation in both the community of faith and the community of learning.

West Virginia Wesleyan College views itself as an academic institution encouraging both the liberal and applied arts. In the tradition of liberal arts colleges, the Wesleyan faculty and administration are committed to developing the breadth of learning which both frees and disciplines the mind, refines and humanizes judgment, and enriches personal life. In the context of contemporary higher education, Wesleyan seeks to provide programs that equip students to participate responsibly, productively, and knowledgeably in their society, particularly the interdependence of industrial society and developing regions.

As a creative microcosm of the human community amidst diversity of outlooks by students and faculty, the College strives to enact on its campus the quality of life which exemplifies education of the whole person in a framework of freedom with responsibility. This includes enhancing and reinforcing the potential of each person for service to all and fostering a society

Wesleyan: Your College?

devoted to the sacredness of human life. In these aims West Virginia Wesleyan joins hands with its many alumni throughout the world in an effort to promote loving, just, and responsible action in the vocations to which they are called.

As a church-related institution of higher learning, the College seeks to demonstrate its endorsement of the basic tenets of stewardship. In this endeavor, it strives to remain responsible to its many alumni, donors, and students in the allocation of its resources so that maximum educational benefit can be achieved for the academic community and those who support its life by gifts and service.

It is with deep appreciation of the past, involvement in the present, and anticipation of the future that West Virginia Wesleyan College finds its mission articulated and made manifest. Loyalty to the best of the past, creativity in the face of a changing society,, and responsibility to God and His creation remain key concepts which undergird Wesleyan's existence today and shape the nature of its life tomorrow.

What Can Wesleyan Do For You?

The College is concerned about you as a person and about the quality of life you will lead in the future. It stresses values of truth, beauty, and goodness in relation to attained knowledge and acquired learning. Wesleyan offers the very best in quality education so that its alumni can lead worthy lives in both their work and their leisure.

The aim of its liberal arts focus is to educate you to educate yourself, to learn *how to learn* throughout your life. No person can amass all the existing knowledge in any area today. A liberal arts approach, however, enables the student to become familiar with broad areas of knowledge and with the dominant themes, principles, and ideas important in our time. There is a concern for broad exposure and basic comprehensiveness at Wesleyan as well as room for self-discovery and self-awareness. The College is not unconcerned about career skills but believes that a sound liberal arts background enhances career goals.

The established objectives of a Wesleyan education include engendering and fostering:

the ability and disposition to read the English language with understanding and to speak and write with economy and some elegance;

the ability and disposition to think clearly, objectively, independently, and constructively;

the ability and disposition to order one's life in such a fashion as to render good health in both body and mind;

a broad orientation in the liberal arts, with some understanding and appreciation of the content and import of the main fields of learning and of the major problems of human life;

an understanding and appreciation of those questions of human commitments and values in the Christian faith;

sufficient concentration in some field, or fields, to constitute adequate preparation for graduate study or immediate entrance into some well-considered vocation;

the ability and disposition to be a good citizen — to participate in, and to assume leadership in, socially constructive organizations and activities;

and the development of human sensibilities to their utmost potential in each of the perceptive, expressive, cognitive, and involvement aspects of human nature.

What Learning Environment Does Wesleyan Provide?

Wesleyan's campus facilities are among the most comprehensive and modern in the state. Wesley Chapel, with its soaring steeple, sets the traditional Georgian architectural style which prevails on campus. Other buildings include the Benedum Campus Community Center, the Department of Nursing — Middleton Hall, and the John D. Rockefeller IV Physical Education Center, and Barnhart Memorial Student Health Center. All of these are modern, fully-equipped facilities and are described in greater detail elsewhere in this catalog.

Mention should be made here, however, of the Christopher Hall of Science where course work goes on in quantum physics, molecular biology, biochemistry, and other contemporary areas of science. Visitors always ask to see the building's planetarium and greenhouse facilities. The College's extensive computing facilities include a full-size PDP 11/34, and PDP 11/70, plus one mini- and four micro-computer systems. This diversity allows a broad range of capabilities including on-line administrative and academic computing, advanced research, and hands-on education.

The Lynch-Raine Administration Building, one of the older buildings on campus, boasts newly-installed wall-to-wall carpeting and modern lighting in its classrooms and offices. Haymond Hall, originally the Science Building, has received an outside face-lifting and an inside renovation transforming it into a modern, air-conditioned facility with classrooms, offices, a learning center, a fully-equipped audio-visual aids center, modern home economics laboratory, and a television studio.

Atkinson Auditorium is the Drama Department's laboratory and staging area. The Loar Memorial Building provides studios, classrooms, and practice rooms for the Department of Music.

In all, some twenty-nine buildings are owned and operated by the College, including seven residence halls. The residence halls conform to the Georgian pattern with brick exteriors, archways, and wrought-iron trim.

Perhaps the most important facility is A. M. Pfeiffer Library. Carpeted, air-conditioned and climate controlled, the library has over 143,000 volumes and currently subscribes to 654 periodicals and newspapers. The library has an attractive 18th century facade; its interior, however, is designed for the future — with coaxial cable for electronic carrels. The Henry M. Rockwell Independent Study Center already provides a variety of audio-visual equipment, including a "micro-teaching station" with complete color television recording and playback capability. Comfortable chairs, open stacks, meeting lounges, and study areas, combined with the personalized service offered by the staff, contribute to the library's learning environment.

The College is a member of a four-college consortium composed of Wesleyan and three nearby institutions of similar size. Sharing of facilities, equipment and programs has added immeasurably to the learning opportunities for students in all four colleges. Wesleyan is particularly proud of its leadership role in this mutually beneficial arrangement.

As stressed in the Student Life section, the learning environment at Wesleyan goes beyond the classroom experience to include all areas of campus life, the Buckhannon community, and many additional off-campus experiences and endeavors.

An emphasis on an individualized and flexible curriculum; a high degree of student participation in the decisions of the College through one of the first Community Councils in the country; a wide variety of cultural, social, and athletic events; a highly qualified and dedicated faculty: these are major factors in Wesleyan's highly successful rendering of an atmosphere conducive to learning.

Wesleyan Accreditation

West Virginia Wesleyan is fully accredited by the North Central Association of Colleges and Secondary Schools and approved by the University Senate of The United Methodist Church. The College holds membership in the National Association of Schools of Music and is approved by the West Virginia Department of Education. The College participates in the Interstate Certification Project, whereby twenty-eight states now certify teachers graduating from Wesleyan's Department of Education. Accredited by the Board of Review for Baccalaureate and Higher Degree Programs of the National League for Nursing, Wesleyan is a member of the Council of Member Agencies of that organization.

Wesleyan is a member of the National Association of Independent Colleges and Universities, the National Commission on Accrediting, and the American Association of Colleges for Teacher Education.

The College is approved for membership purposes by the American Association of University Women and participates in the Institute of International Education, the American College Testing Program, the College Entrance Examination Board, American Library Association, State of West Virginia Board of Examiners for Registered Nurses, and National Association of Schools and Colleges of the United Methodist Church. The athletic programs are affiliated with the National Association of Intercollegiate Athletics, the National Collegiate Athletic Association, and the Association of Intercollegiate Athletics for Women.

Admission

Wesleyan seeks students with inquiring and creative minds who will profit from a liberal arts program in an atmosphere of freedom with responsibility.

Students are selected by the Office of Admissions on the basis of their ability, interests, academic preparation, character, and promise, as indicated by their own statements on application, as well as by school records and test results. Since each applicant is considered on his or her own merit, the College invites applicants for admission to supply further evidence to indicate their competence and eagerness to deal with a demanding and exciting program.

Admission of High School Graduates

Persons wishing to be admitted by high school transcript should present the following items to the Director of Admissions:

1) An application for admission on a form furnished by the College with the $15.00 fee (nonrefundable).

2) A transcript of high school record showing courses pursued, grades earned, and credits amounting to at least 16 units (earned in grades 9 to 12).

3) A record of either SAT (Scholastic Aptitude Test) or ACT (American College Test) scores.

4) A satisfactory health history on a form furnished by the College (provided after acceptance).

Graduates of accredited high schools who do not stand in the upper half of their graduating classes, and graduates of non-accredited high schools, may apply for admission, as above, and may be admitted if they demonstrate on the above tests satisfactory ability and achievement. In such cases, the applicant, if approved, is admitted conditionally (See Conditional Admission).

The College, open without discrimination to qualified students of all races, reserves the right to refuse to admit any applicant, who because of low scholarship is in the judgment of the Committee on Admissions and Academic Standing deemed unlikely to conform to the standards and ideals the College seeks to maintain.

Admission

Admission of Transfer Students

Persons transferring from other accredited institutions of collegiate rank may be admitted to advanced standing upon presentation of the following items to the Committee on Admissions and Academic Standing:

1) An application for admission on a form furnished by the College with the $15.00 fee (nonrefundable).

2) An official transcript of credits earned at all institutions previously attended, showing entrance credits accepted and results of standard tests administered.

3) A transcript of high school record showing courses pursued, grades earned, graduation date and results of standard tests administered.

4) A satisfactory health history, on a form furnished by the College.

West Virginia Wesleyan College will accept for transfer credit courses compatible with its academic program. The grades and hours so earned shall count toward graduation. Nursing transfer students should refer to the Nursing Department program in this catalog.

Credit for courses taken in non-accredited institutions may be held for one academic year pending successful performance ("C" average) on work taken at Wesleyan. The Committee on Admissions and Academic Standing may require a series of examinations to demonstrate a satisfactory knowledge of such courses.

Admission With Associate of Arts Degree

Students who transfer to Wesleyan with an A.A. degree from a regionally accredited community or junior college may be admitted with the degree credited as fulfilling Wesleyan's general education requirements when the total educational background, including high school record, shows compatibility with Wesleyan's general education requirements. Obvious deficiencies in general education requirements must be minimally met.

Students who meet these requirements will not have to complete the general studies requirements expected of Wesleyan freshmen and sophomores, but may proceed directly to courses and prerequisites for the major. West Virginia Wesleyan College does not accept more than sixty-eight semester hours of credit from a junior or community college.

Readmission of Former Students

Former students who were in good standing may be readmitted upon completion of the appropriate forms in the Admissions Office.

Former students who were not in good standing may be readmitted upon completion of the appropriate forms and approval of the Committee on Admissions and Academic Standing. When appropriate, transcripts of credits completed at other institutions of higher learning should be filed with the application for readmission.

Alternative Entry Program

The Alternative Entry Program is designed to meet the needs of those persons twenty-five years of age or older who are interested in pursuing an academic degree program. Alternative Entry allows the possibility of life experience and noncollegiate educational credits being applied towards the degree, based on the student's background and work experience. Such evaluations will be made by the student's advisor and the AEP Office. Contact the Office of the Vice President for Academic Affairs for more information.

Admission On Academic Probation

At the discretion of the Director of Admissions, students may be admitted on academic probation. Those who maintain a satisfactory record — "C" average or better, and good conduct — will be accorded good standing; and those who fail to maintain a satisfactory record may be requested to terminate their enrollment.

Conditional Admission

At the discretion of the Director of Admissions, students may be admitted with the condition that they limit their academic load, participate in the College's reading and study development program and/or successfully complete 6 credits of summer school work. Such action is taken only when it is deemed to be in the best interest of the student concerned.

Advanced Placement By Examination

The College participates in the Advanced Placement Program of the College Entrance Examination Board. Students who have taken and satisfactorily passed college level courses in high school and who have passed the Advanced Placement Examination of the Educational Testing Service at the level of "3" may apply to the College for credit or advanced placement in these subjects. These examinations are administered in the Spring. Applicants must have results sent to the Office of Admissions for verification prior to the Fall semester.

Wesleyan has adopted an extensive program of credit by examination. The Advanced Placement Program as well as the College Level Examination Program (CLEP) are integral parts of this program. For detailed information see the section entitled Academic Program.

NOTE. See section entitled Academic Program for information on:

Credit By Examination
Credit For Noncollegiate Study
Credit for Educational Experience In Armed Services

Expenses and Financial Aid

Application Fee

The application fee for admission is $15.

Enrollment Deposit

All new students, including freshmen, transfers and readmits, shall make an enrollment deposit with the Admissions Office in the amount of $100. This deposit will be treated by the Bursar's Office as an advance payment against the student's semester account. The deposit may be refunded to prospective students who are accepted by June 1 and notify the College in writing of withdrawal not later than July 1. Students who are accepted after June 1 and notify the College in writing within thirty days of acceptance of their intent to withdraw will be eligible for a refund.

Orientation Fee

To cover the cost of the Orientation program, all new students pay an additional charge of $30 each (sales tax included).

Instruction

The instructional charge (1980-81) is $1475 per semester for all students carrying from twelve through sixteen semester hours of work. There are no additional charges for courses in Applied Music. For students carrying fewer than twelve semester hours of work, the charge is $127 per semester hour. For each semester hour carried in excess of sixteen, the charge is $70.

The instructional charge for evening courses is $65 per semester hour.

The instructional charge for courses taken during the summer session is $65 per semester hour.

The instructional charge for any course not regularly scheduled is $150 per semester hour. Registration for such a course is permitted only in the most extraordinary cases, and must be approved in advance by both the Vice President for Academic Affairs and the instructor involved.

The instructional charge for graduate level courses is $75 per semester hour.

Expenses and Financial Aid

Estimate of Expenses

This estimate does not include books, travel, clothing, medical reimbursement insurance, amusements, and other personal expenses.

The College reserves the right to change any of the charges below at any time.

1980-81	Semester	Year	Summer School
Instruction	$1,475.00	$2,950.00	$ 65.00 per cr. hr.
General Fee	150.00	300.00	10.00 per cr. hr. (to 4 hrs.)
Room	400.00	800.00	30.00 Week
Board	525.00	1,050.00	35.00 Week
Sales Tax on Room & Board	17.25	34.50	as applicable
Total	**$2,567.25**	**$5,134.50**	

General Fee

The general fee (1980-81) is $150 per semester. This fee covers such services and activities as: library, health facility, athletic events, school publications, Wesleyan Handbook and Directory, activity card, and campus center privileges. There will be a general fee charge per part-time student for each of two regular semesters at $10 per credit hour. General fee charge for each summer term is $10 per credit hour to a maximum fee of $40.00.

Room Deposit

Enrolled students who desire to live in college housing shall pay a room deposit in the amount of $100 not later than May 1 of each year. This deposit will apply toward the student's account for the following semester. This deposit may be refunded if the student notifies the college in writing not later than July 1 that he or she is withdrawing from college.

January Term

Students enrolled full time either first or second semester will incur no additional tuition charges for the January Term experience. Part-time students will pay the tuition charge of $65 per semester hour of credit.

Students residing in college housing and/or eating in College dining halls during the first and second semesters will incur no additional charge for room and board during January Term. Those students who are in College residence halls and/or eating in the College dining halls only one semester will pay one-half of the appropriate charge(s) for the January Term.

Auditors

Auditors pay $25 for any course audited. However, if an audited course does not constitute an overload for a regularly enrolled student, then no audit fee is required. If any portion of the course audited represents an overload, then the full fee of $25 shall be due.

Nursing Transportation Fee

Sophomore Nursing students enrolled in the clinical portion of the program in the year 1980-81 will pay a $75 transportation fee per semester to cover the cost of travel to the clinical sites. In 1981-82 sophomores and juniors will pay this fee, and in 1982-83 all three upper classes of the Nursing program will be responsible for this charge.

Student Teachers

Students doing their practice teaching and not living in a college residence hall will pay one-half the room and board charges for that semester.

Automobile Registration Fee

The automobile registration fee is $1 per year.

Breakage

A charge will be made to cover cost of equipment broken in laboratories.

Damage to Property

A charge will be made to cover any damage done to College property beyond the wear caused by normal and proper use thereof. Damage not charged to an individual will be shared by the occupants of the residence hall or of a floor.

Late Registration or Preregistration

A charge of $5 is made for failure to register or preregister on dates designated.

Graduation and Diploma

During the registration period for the semester or summer term in which a student completes requirements for a degree, he will pay a graduation and diploma charge of $20.

Late Application for Degree

A charge of $5 is made for any application for a degree filed less than twelve months prior to anticipated completion of degree requirements.

Transcripts

One transcript of a student's record is furnished free. A charge of $1, payable in advance, is made for each additional transcript. An application for a teacher's certificate completed by the College constitutes a transcript.

Medical Reimbursement Insurance Service

An optional Medical Reimbursement Insurance is available for students who need such coverage. (See Health Services in the Student Life section.)

Terms of Payment

As a means of providing experience and emphasizing punctuality and responsibility in business matters, the College prefers to deal directly with students rather than with their parents.

All charges are due and payable on or before the day of registration. Any student not meeting this requirement, who has guaranteed financial assistance from an authorized agency outside the College, must present a letter of guarantee to the Bursar on or before the day of registration.

All students will be billed in advance by the Office of the Bursar for tuition and fees with the following arrangement possible:

a) The billing period will be effective between the dates of July 1 and August 1.

b) Prepayment should be made on or before August 1, either by mail or in person to the Office of the Bursar. All payments should be paid to the Bursar's Office before registration.

c) All payments will be due at the time of registration with no grace period or extension of time permitted, except as stated above.

Persons who prefer a monthly payment plan may avail themselves of the services afforded by The Tuition Plan, Inc., Concord, New Hampshire 03310, or The Insured Tuition Plan, 6 Saint James, Boston, Mass. 02116. These organizations, which serve the clientele of many institutions of higher learning, enable the parent or guardian to finance the cost of attending Wesleyan. Two, three and four-year contracts, which include the benefit of parent life insurance, are also available. Persons interested in this service should make arrangements directly with one of the financing organizations in order to meet college expenses at the time of registration. Additional information is available from the Bursar's Office or the Director of Admissions at Wesleyan or by corresponding with the financing organizations.

Students are not eligible to take final examinations, to receive any transcripts of credits, or to be graduated until all charges are paid in full. Students are not permitted to register for a second term or semester until all charges for previous terms are paid in full.

Refunds

In view of the fact that charges paid by students cover much less than the total operating cost of the College, refunds are subject to the following regulations:

1) For a student withdrawing from the College because of illness, or for other honorable reasons considered adequate by the College, the following refund schedule will be used:

Summer School & January Term

Within 3 class days	80% of tuition refunded
4 to 6 class days	60% of tuition refunded
7 to 9 class days	40% of tuition refunded
After 9 class days	No refund

First and Second Semesters

Within 2 weeks	80% of tuition refunded
2 to 4 weeks	60% of tuition refunded
4 to 6 weeks	40% of tuition refunded
After 6 weeks	No refund

(Students making schedule changes moving them from full-time to part-time status or reducing their part-time load after the first five days of a semester or the first two days of a summer term will receive refunds of the difference in instructional charges according to the schedule listed above for withdrawal from the College.)

2) A student withdrawing from the College during a semester, or summer term, for any reason other than those stated in 1) above will receive no refund of instructional charges.

3) A student withdrawing from the College during a semester, or summer term, will receive no refund of charges for room.

4) A student withdrawing from the College during a semester, or summer term, will receive no refund of charges of general fee.

5) A student withdrawing from the College during a semester or summer term, for any reason, will be refunded a part of his charges for board proportionate to the number of whole weeks of the semester or summer term remaining after his meal ticket is surrendered.

6) A student discontinued for disciplinary reasons will receive no refund of any charges, except for board, as provided under 5) above.

7) A student asked to vacate his residence hall room for disciplinary reasons will receive no refund of charges for room.

8) Special conditions related to the January Term are explained in the January Term catalog.

Scholarships and Student Financial Aid

Financial aid at West Virginia Wesleyan College is awarded on the following basis: financial need, scholastic achievement, special talents and abilities. All awards are given for a period of one academic year unless otherwise stated. It is necessary to apply annually for all financial aid awarded.

Requirements governing the eligibility to receive financial aid: Student must attend full-time and must accumulate a 2.00 grade point average (government programs available to less than full-time students). Students receiving tuition waivers will be ineligible for any other form of aid except government programs. Students may not receive financial aid awards in excess of the institutionally budgeted cost of education.

Procedure to follow when applying for financial aid: Freshmen request applications from the Admissions Office or Financial Aid Office. Upperclassmen obtain an application in the Financial Aid Office. All students must complete a need analysis application (FAF or FFS) which is used to determine expected family contribution. Financial aid from campus-based programs and institutional funds will not be awarded without a need analysis. All completed Wesleyan applications should be returned to the Financial Aid Office.

General information: Financial aid awards will be made on or before June 1 of each year. Final selection

or withdrawal of awards will be the prerogative of the Committee on Student Financial Aid. To maintain financial aid, student awardees must demonstrate scholastic efficiency, appropriate personal behavior becoming a student, and in the case of workships, perform the assigned duties satisfactorily. An individual who voluntarily withdraws or is removed from an accepted student workship because of poor performance may become ineligible for any future financial aid workship. Only limited awards for summer sessions are available, primarily loans or workships. For financial aid purposes, all summer sessions will begin the new academic year.

Freshman Honor Scholarships

The College awards a number of honor scholarships. In order to qualify for an Honor Scholarship, a student must meet the general requirements for admission to the College, must rank in the upper ten percent of his graduating class and must have high scores on the ACT or SAT. Stipends from $200 up to $1500 are continued for four years, providing the student maintains a 3.00 cumulative academic average and applies annually.

United Methodist Scholarships

To qualify for a United Methodist Scholarship a student must graduate in the upper twenty percent of his graduating class and have satisfactory test scores and references, must show need as a factor, and must be a member of The United Methodist Church. Stipends from $200 up to $1,000 will be continued if a student maintains a 2.70 cumulative academic average and applies annually.

National United Methodist Scholarships

The Board of Higher Education and Ministry of The United Methodist Church annually awards to four West Virginia Wesleyan students (usually upperclassmen) National United Methodist Scholarships amounting to $500 each. In order to qualify for a National United Methodist Scholarship, a student must meet the general requirements for admission to the College, must have been a member of The United Methodist Church for at least one year prior to date of application, must be outstanding in Christian motive and purpose, and must rank high in scholarship, not below a "B" average. National United Methodist Scholarships may be renewed once, subject to the same conditions as govern original awards. Funds for National United Methodist Scholarships are obtained from the annual Methodist Student Day offering for the Student Loan and Scholarship Fund.

Restricted Scholarships and Loans

Special and restricted scholarship and loan awards are available as listed below. These awards carry varied stipulations and are given at the discretion of the Committee on Student Financial Aid.

Sophia Banes Scholarship
Beckley District United Methodist Scholarship
John L. Bennett Scholarship
Kathryn Bodie Scholarship
Braxton County Scholarship
Burgess Scholarship
Culpepper Scholarship
Pearl Dorsey Scholarship
Lionel and Margaret Driscoll Scholarship
Falls Mills United Methodist Scholarship
Farnsworth Scholarship
G. E. Gaston Scholarship
William H. Gilmore Scholarship
Donella John Scholarship
Pearl Johnson Scholarship
E. Ray Jones Scholarship
Dorothy Lee Scholarship
G. W. Loar Scholarship
J. H. Loar Scholarship
M. G. Loar Scholarship
Stanley Martin Scholarship
Glenn Maddy Scholarship
McDonough-Caperton Scholarship
Ada McCue Scholarship
Reta H. Maxwell Scholarship
Flora Miles-Agnes Davidson Scholarship
C. D. Munson Scholarship
P.E.O. Scholarship

Presser Foundation Scholarship
J. Roy Price Scholarship
Walter C. Price Scholarship
Nettie Reger Scholarship
Rexrode Scholarship
Ross Scholarship
John C. Shaw Scholarship
Flossie Snodgrass Scholarship
Leta Snodgrass Scholarship
Sutherland Scholarship
Silas D. Tamblyn Scholarship
A. H. Thompson Nursing Scholarship
Wesleyan Humanities Scholarship
Wesleyan Nursing Scholarship
Calvin A. West Scholarship
John L. Wolf Scholarship
Wooters Scholarship
Arthur Workman Scholarship
Mabel Workman Scholarship
Elizabeth and Thomas Zumbrunnen Scholarship

Awards

Sheridan W. Bell Award
Mathematics Reciprocal Award
James L. Matthews Award
Fountie and Virginia Williams Teaching Award
Kas Sworden Award
William B. Hatfield Fine Arts Award

Loans

Eva and Erwin King Fund
Mr. and Mrs. Morrison Loan Fund
Claude Worthington Benedum Loan
Christopher Loan
Guy Wilson Loan
Leroy Lawson Loan
Lilly M. Riggs Loan
James M. Mahood Loan
Tetrick Loan
Charles Snider Loan
Funk Loan
Liggett Memorial Loan
Benjamin Haught Loan Fund

United Methodist Student Loan Fund

The Board of Higher Education and Ministry of The United Methodist Church makes funds available for loans to Methodist students through the College Financial Aid Office.

Merit Awards

The College grants a number of merit awards to outstanding students who manifest special talents and contributions to the College. These merit awards, in varying denominations, are given to students participating in the areas of athletics, Pharos, Murmurmontis, music, art, drama and speech, religious life and other college community activities. In order for a freshman to qualify for a merit award in art or music, he must excel in ability and demonstrate unusual talent and promise in examinations conducted by the Art and Music faculties.

Workships

Workships are offered in almost all areas of the college community. Workships vary in amount awarded, according to work assignment and number of hours scheduled. The College Work Study Program is federally supported; the General Workship is institutionally supported.

Grants-in-Aid

West Virginia Wesleyan College awards a limited number of grants-in-aid, ranging from $50 to $500 each. These awards are made on the basis of character, scholarship, and need and are applicable against college charges only. Students awarded grants-in-aid are required to be enrolled as full-time students and to maintain an overall scholastic average of "C" or above. Grants-in-aid are administered by the Committee on Student Financial Aid.

Supplemental Educational Opportunity Grants

Supplemental Educational Opportunity Grants are available to a limited number of undergraduate students with exceptional financial need who require these grants to attend college. Eligible students who are accepted for enrollment on a full-time basis or who are currently enrolled may receive Supplemental Educational Opportunity Grants for each year of their higher education, although the maximum duration of a grant is four years. Grants range from $200 to $1500 a year and cannot exceed one-half of the total aid package given the student. The amount of financial assistance a student may receive is reviewed annually and depends upon his need.

State Scholarship Programs

All students should inquire about the possibility of using the State Scholarship from their State at West Virginia Wesleyan.

Ministerial Benefit

Dependent children of United Methodist ministers of the West Virginia and Western Pennsylvania Conferences may receive a credit of one-half the tuition cost of attending Wesleyan (one-fourth for ministers of other conferences). Applications and procedures for determining eligibility are available in the Financial Aid Office.

Federal Nursing Loans

Loans are provided through the Nursing Student Assistance Program on a yearly basis.

National Direct Student Loans

High school graduates who have been accepted for enrollment by the College or college students enrolled full-time and in need of financial assistance for educational purposes are eligible to apply for National Direct Student Loans. An undergraduate student may borrow up to $1,500 each academic year to a total of $5,000. The repayment period and the interest do not begin until nine months after the student ends his studies. The loans bear interest at the rate of three percent per year and repayment of principal may be extended over a ten-year period. Repayment may be deferred up to a total of three years while a borrower is serving in the Armed Forces, with the Peace Corps, or as a Volunteer in Service to America (VISTA). Repayment is deferred for as long as a borrower is enrolled at an institution of higher education and is carrying at least a half-time academic work load.

Guaranteed Student Loans

The major objective of this program is to make loan money available to any college student who wants to borrow. Repayment of principal and 7% interest begins 9 months after the student has ceased attending college at least half-time. The maximum amount which an undergraduate may borrow in a calendar year is $2500, but no more than $7500 in four years. Graduate students are eligible for $5000 per year but not more than $15,000 in total, combined with undergraduate loans. Applications for the Guaranteed Student Loan are available at the student's local bank or lending agency.

Student Life

Freedom with responsibility is an important aspect of life at Wesleyan. Both student and professor relish and guard zealously their freedom to function creatively and effectively within the college community.

The College considers experiences in group living, co-curricular activities, and campus governance as significant elements of a liberal arts education. A number of states and several foreign countries are represented in the student body and the faculty and staff. The merging of this diversity produces a dynamic, lively and interesting community of people. The College is committed to a strong academic program and the molding of the individual into a learned, responsive, sensitive, rounded personality. Happenings outside the four walls of the classroom are extremely important to the student's growth and development as a person. Co-existence with a diversity of people, acceptance of responsibility for one's own actions, participation in group endeavors, exercise of one's leadership capabilities and abilities to organize and govern — these broadening experiences occur in the residence halls or through participation in co-curricular activities.

The Chapel and Religious Center

It is no accident that Wesley Chapel is located at the center of the campus, its spire towering over all the buildings. The Chapel is a clear affirmation of Wesleyan's commitment to the integration of intellectual, emotional, and spiritual concerns. Here the campus community gathers for worship on a regular basis, encounters a variety of cultural events, undertakes the academic study of religion, philosophy, and religious education, and finds profound resources for counseling and personal guidance.

Every Sunday of the academic year the campus community is invited to worship at Wesley Chapel. While the Dean of the Chapel is the principal preacher, the musical and dramatic arts are frequently utilized with special assistance coming from campus choral groups, LoveShine, and a Sacred Dance Choir.

The Chapel and Martin Religious Center serve the campus as a meeting place for groups involved in various religious, humane, and academic concerns.

The Christian Life Council, advised by the Dean of the Chapel, coordinates the activities of campus Christian groups and plans special events and programs. Among other groups offering service to the campus and the larger community are the Student Volunteer Projects, Sigma Theta Epsilon and Kappa Phi (Christian service organizations), LoveShine (putting the Christian message into dramatic and musical form), Sacred Dance, and Chancel, Chapel and Tour Choirs. The offices for the Departments of Religion, Philosophy, Christian Education, and Counseling and Placement are located in the Center.

The Chapel building also contains the Wesley Art Gallery, Chambers Lounge, and the West Meditation Chapel. The Meditation Chapel is open 24 hours a day for use by students and college staff in small group worship and private meditation.

While Wesleyan is clearly a Christian campus, it is a campus open to all persons regardless of their faith commitment. The Chapel and Religious Center stand as a symbol of this Christian identity and also of our concerned openness to religious diversity.

The Physical Education Center

This new $4.5 million structure accommodates over 3,700 spectators and is one of the finest small college sports complexes in the country. Its classic Georgian lines coordinate with the architecture of the other buildings on campus; its eastern wing is joined to the Campus Center, enabling students to move freely between the two facilities. An intercollegiate basketball court seating 3,750, two intramural practice courts, four handball courts, an indoor tennis court, a volleyball court, golf and wrestling practice areas, an auxiliary gymnasium, sauna baths, a dance studio, gymnastics and weight rooms, and a portable stage — all are available to contribute to the physical well-being of the Wesleyan student. Outdoor recreational activities, including softball, field hockey, tennis and archery are also a part of campus life. A nearby state park offers nature walks, hiking, fishing, and outdoor swimming in a mountain stream.

Health Services

The Barnhart Memorial Health Center is provided with emergency room, treatment rooms, infirmary beds, doctor's facilities, and nurse's quarters. The College provides twenty-four hour nursing service and the services of two local physicians for minor and occasional illness. When students are admitted to Wesleyan, they must submit a health history on an official form provided by the Admissions Office. Nursing students and athletes are required to have an annual physical examination.

Nearby hospitals are available for cases of serious illness. All students receiving medical care must assume the responsibility of meeting the financial payment directly to the physician or hospital from personal funds or through their hospitalization programs. The College cannot assume responsibility for prolonged or specialized medical care or for hospitalization.

Medical reimbursement insurance, covering accidents and hospitalization, is available for either nine months or twelve months at a minimal cost and is provided on an optional basis. It is strongly recommended that all students admitted to West Virginia Wesleyan College be covered by medical insurance.

The Campus Center

The Benedum Campus Community Center offers physical facilities for swimming, bowling, billiards, pinball, ping-pong, reading, TV viewing, conversation-over-coffee, a quick lunch with friends, and lively bull sessions. It is a place of recreation and relaxation, and work. Located in the building are the College Bookstore, Post Office, and radio studios of WVWC-FM, as well as the offices of the student newspaper and yearbook.

The bulk of campus programming is handled by the Campus Community Program Board, which promotes nearly three hundred activities during the week and on weekends. During the past year, this student group has brought such talented performers as England Dan and John Ford Coley, Toto, Pure Prairie League, Maynard Ferguson, Herbie Mann, Harry Chapin, Burton Cummings, Mel Blanc, and Michael Johnson. Performing arts included pianist

Natan Brand, lecturer Jeremy Rifkin, Dan Wagoner Dance Company, Pocket Mime Theatre, Duke Ellington Orchestra, and classical guitarist Liona Boyd. Current box office movies are programmed each week as well as fine art features during the month. Other activities include recreation trips, coffeehouses, dances, guest comedians, outdoor bluegrass concerts, exhibits, variety shows, athletic tournaments, and many other forms of entertainment.

Cultural Events

The College provides a wide variety of cultural events through an endowed Special Events Fund and the Liberal Education Series programs. These offerings are often coordinated with the activities of the Humanities Program and other curricular offerings and include dramatic productions, academic lectures, art shows, concerts, musical performances, and contemporary entertainment. Recent speakers and events have included Dr. Ralph Abernathy, chairperson of the Southern Christian Leadership Conference; C. D. B. Bryan, historian and author of *Friendly Fire;* Kenneth Wooden, noted authority on child abuse; the National Shakespeare Company; the Ohio Ballet, and the Waverly Consort.

Community Council

The coordination of campus activities and organizations is the responsibility of a Community Council, composed of representatives from the student body at large, specific student groups, the faculty and the administration. This body, meeting weekly, facilitates campus communication and the development of proposals for change in College policy and procedure. The meetings serve as a readily available forum for the discussion of campus problems and issues by interested members of the College community.

The Town

An on-campus bookstore provides for limited student shopping. However, the downtown shops provide for most student needs during the school year. "Town and Gown" interact freely. Buckhannon merchants and citizens have always considered the College an integral part of the larger community and each year welcome the influx of students with genuine friendliness.

Most students appreciate the small-town setting and particularly the beauty of the green hills and the nearby forests and rural areas which encircle the campus.

Student Activities

A variety of activities and organizations are responsive to the interests of the student body. Wesleyan men and women participate in a total of twelve intercollegiate sports and support an extremely active and competitive intramural program. Wesleyan's musical organizations have received recognition throughout the eastern United States. The West Virginia Wesleyan Choir annually performs on tour in cities and towns in the East and has toured abroad during the summers. The Jazz Band is recognized as one of the best in West Virginia, and has also toured abroad.

Forensics (both Debate and individual events) is one of the most active units on campus and has brought home a number of trophies to promote even more interest among students. Students interested in drama participate in two major productions each year, Children's Theatre which tours West Virginia during the spring, and a variety of student-directed programs. Students interested in journalism and communications find their way to the *Pharos* and *Murmurmontis* offices, campus newspaper and yearbook respectively, and the campus radio station, WVWC-FM.

Five national social fraternities maintain fraternity houses near the campus including Chi Phi, Kappa Alpha Order, Phi Sigma Epsilon, Theta Chi, and Theta Xi. Four national sororities maintain meeting suites in a special wing of Holloway Hall. These include Alpha Delta Pi, Alpha Gamma Delta, Alpha Xi Delta and Zeta Tau Alpha.

Departmental organizations and honoraries include: Alpha Beta Alpha (Library Science); Economics Club; Glauner Historical Society (History); Mortar Board (Senior honorary for women — formerly Haught Honorary Society); Home Economics Asso-

ciation; Philosophy Club; Physical Education Majors Club; Student National Education Association (SNEA); Student Nurses of Wesleyan (SNOW); Sigma Tau Delta (English); Alpha Phi Gamma (Journalism); Alpha Psi Omega (Dramatic Arts); Delta Sigma Rho—Tau Kappa Alpha (Forensics); Benzene Ring (Chemistry); Beta Beta Beta (Biology); Delta Mu Delta (Business); Delta Psi Kappa (Women's Athletics); Kappa Delta Pi (Education); Kappa Omicron Phi (Home Economics); Kappa Pi (Art); Math Honorary; West Virginia Wesleyan Chapter Association for Computer Machinery; Omicron Delta Kappa (honor society for Junior-Senior men, faculty and alumni); Omicron Delta Epsilon (Economics); Sigma Theta Tau (Nursing); Phi Kappa Phi (academic honor society); Phi Alpha Theta (History); Pi Gamma Mu (Social Science); Psi Chi (Psychology); Sigma Alpha Iota (Women's Music Honorary); Phi Mu Alpha Sinfonia (Men's Music Honorary); Music Educators National Conference; American Guild of Organists; Brass Ensemble; Chancel Choir; Chapel Choir; West Virginia Wesleyan Chorale; Orchestra; Band; Kappa Phi (United Methodist Women); Christian Life Council; Sigma Theta Epsilon (United Methodist Men); and Alpha Lambda Delta (Freshmen Women's Academic).

Interest groups recognized as bona fide campus organizations include: Black Students' Coalition; International Relations Club; Wesleyan Outing Club; Stamp Out Starvation Project; and Student Volunteer Projects.

Honors and Awards

A special Awards Convocation is held annually at Wesleyan. The following honors and awards are among those presented to Wesleyan students who have distinguished themselves during the academic year.

Outstanding Men and Women of Wesleyan
Francis Asbury Award
Sheridan Watson Bell Religious Life Influence Award
Pamela Thorn Memorial Humanities Scholarship
Senior Activity Keys
Community Council Certificates
Wall Street Journal Award
Sociology and Anthropology Awards
Music Department Awards
Okey J. Stout Memorial Trustees' Award
Beta Beta Beta Award
Phi Kappa Phi Recognition
Marvin Downey Government Award
English Department Award
Kappa Omicron Phi Award
Athletic Awards
Alpha Lambda Delta Scholastic Honors
West Virginia Consumer Finance Award
Kas Sworden Memorial Award
Hyma-Benzene Ring Award
Orlo Strunk Psychology Department Award
Delta Psi Kappa David E. Reemsnyder Award
Audrey Hood Thompson Nursing Award
Who's Who Among Students in American Colleges and Universities
Fountie and Virginia Lynch Williams Education Award
William B. Hatfield Fine Arts Award

Student Personnel Services

The Student Affairs Staff is dedicated to enabling the student to achieve his own personal development. The staff believes that social maturity and value development are important aspects of the institutional mission and integral to the student's intellectual attainment. The staff coordinates and is concerned with various services primarily related to the student and his activities outside the classroom. The services include the cultural and religious development of students; career counseling and placement, personal counseling and testing; housing of students and residence hall programs; health, physical fitness and medical program; student financial aid; and campus safety.

Orientation

The orientation program is especially designed to assist freshmen in making a successful transition from high school to college, and to assist transfer students in making a satisfactory adjustment to a new environment. This program includes opportunities for all new students and parents to meet student leaders, faculty, and administrators of the College. It is particularly informative for parents. The program also includes general information, academic advising, counseling, registration for classes, and time for purchasing books and supplies. All new students, including transfers, are required to attend an orientation program. (See Calendar for dates.)

Counseling Service

Personal Counseling

Professional counselors will discuss a wide variety of personal-emotional and interpersonal relationship concerns. Emphasis is on teaching students specific self-control and effective communication skills which may be used throughout life. Individual counseling is available by appointment at no charge, usually within one or two days. Counseling is confidential. No information is released to administrators, faculty, family, or outside sources without the student's consent. Records of counseling do *not* become part of students' personal files.

Group counseling is available for specific personal concerns such as anxiety/stress management, assertiveness training, and weight control. The group programs are offered in conjunction with the Department of Psychology. Students may receive credit for participation by registering for the appropriate sections of Readings in Psychology.

If a student needs specialized psychiatric or psychological services which are not available, the Counseling staff will make an appropriate recommendation to the student or his/her parents. The student's family must assume the responsibility for securing treatment.

Career Planning

Students are encouraged to begin the process of career planning as early as the freshman year. Professionally trained counselors help students learn how to plan effectively for career and job decision-making purposes. Counselors assist students with assessment of job and career opportunities as related to personal goals, interests and ability. Career concerns are considered personal concerns and treated with respect and confidentiality.

The Counseling Center maintains a large library of career materials necessary as resources for career planning. Vocational guidance testing and interpretation is also available on an individual basis. All students are encouraged to meet with a counselor to discuss their career and life plans.

Placement

A comprehensive placement service is provided for seniors and graduates. Seminars are offered to prepare graduates in job acquisition skills, resumé writing, and interviewing. Each year many opportunities are available for on-campus interviews with representatives from business, industry, education, graduate and professional schools. Placement credentials are kept on file for five years from the date of graduation. It is the student's responsibility to set up a placement file during the senior year. Files may then be updated with a current resumé or recent references sent to the Placement Office. Each update keeps the file active for another five years. Files not updated within five years are destroyed. The Placement Office will maintain a file indefinitely that is updated at least every five years.

Career planning and placement at Wesleyan deals with one's whole life mission, one's life role, and one's life-long identity. It deals with goals, calling, values, interests and priorities. You can, as a matter of fact, call it a variety of names:

long range career development
full career planning
long range action planning
human resources planning
self-assessment and planning
vocational development process
long range life planning.

Learning Center

The Learning Center is designed to serve the entire campus community. A primary function is to assist students in improving their reading, writing, listening and study skills through validated techniques in analyzing student potential, and individualized laboratory programs and counseling services.

The staff works closely with the Counseling Center and academic departments to provide a place for administering a variety of tests, including vocational guidance inventories. Facilities are also provided for the viewing of slides and film strips. The Learning Center offers tutoring services to enrich or supplement many courses.

The staff genuinely strives to meet a wide range of student needs and to provide an atmosphere of warmth and concern for students.

Testing Service

The College maintains a well planned testing program in order to provide counselors, instructors, and students with reliable information about the student's individual abilities, aptitudes, achievements, vocational interests, and significant personality traits.

West Virginia Wesleyan College is an approved testing center for the administration of the American College Test (ACT), National Teacher Examination (NTE), Graduate Record Examination (GRE), College Level Examination Program (CLEP), Miller Analogies Test, Law School Admissions Test (LSAT), National League for Nursing (NLN) tests. Information about these tests is available at the Testing Center.

Residential System

Housing

The College is a residence campus housing approximately 75 percent of its students in its seven residence halls. Full-time students are required to live and board in the college residence halls during both regular semesters and summer terms. Exceptions are those students who live with their families, married students, seniors, and other students who are authorized by the Housing Committee to live off-campus. Those exempted from the requirement to live in college-operated housing will be given a list of realtors and landlords, but the College will not assume the responsibility for investigating the health and safety conditions of off-campus housing facilities. The responsibility for this will lie with the student.

Individual rooms in the residence halls are furnished except for linens, blankets, pillows, rugs, curtains, and study lamps. Telephones and TV cable with FM reception are included in the room charge. Students may apply to the telephone company for a special billing number to be used when making long distance phone calls. The telephone company sends a monthly statement for the long distance calls to each student.

Each residence hall maintains a lounge, a TV area, and laundry facilities. Small refrigerators may be rented on a semester basis from the Senior Class.

College regulations regarding the residence halls may be found in the *West Virginia Wesleyan Student Handbook*. This publication is normally distributed to all students early each semester of the academic year.

Residence Hall Council provides the means by which students may improve the quality of residence hall living on our campus. The Residence Hall Council is directly concerned with policy formulation and enforcement in the areas of food service, housing, and programming. Officers and representatives are elected yearly; all members must reside in College residence halls.

Food Service

Co-educational dining is provided in McCuskey Hall and Jenkins Hall, where meals and menus are provided by a professional catering service.

All students residing in the residence halls must board on campus. Boarding on campus is optional to those students living in off-campus housing.

The coffee shop located in the Benedum Campus Community Center provides light refreshments and snacks.

Rules for Living

From its founding and through its developing years, the College has been committed to the basic principles and standards established by The United Methodist Church and its West Virginia Annual Conferences, as they relate to learning, social conduct and decorum, and cultural and spiritual enrichment.

The College reserves the right, privilege and responsibility for the establishing and maintaining of institutional ideals, particularly on campus property. These rules and regulations are in the best interest of students, faculty, and personnel.

Alcohol and Dangerous Drugs

The College is especially concerned about the use of alcoholic beverages and dangerous drugs and is aware of how dependence on alcohol and other drugs leads to behavior harmful to the user and to others as well.

Therefore, the College disapproves of the use of alcohol or drugs.

Historically, the former Methodist Church and the former Evangelical United Brethren Church have asserted the conviction that a faithful witness to God's liberating and redeeming love of persons is the choice to abstain from alcohol.

Currently, the Social Principles in the 1976 *Book of Discipline of the United Methodist Church* state:

> "We affirm our long-standing support of abstinence from alcohol as a faithful witness to God's liberating and redeeming love for persons. We also recommend abstinence from the use of marijuana and any illegal drugs. As the use of alcohol or tobacco is a major factor in both disease and death, we support educational programs encouraging abstinence from such use."

Further, there are local, state and federal laws which prohibit use, sale, possession, and trafficking in marijuana, dangerous drugs and dangerous weapons. West Virginia law prohibits the sale or giving of alcoholic beverages to any person under 18

years of age. The College will not shield students from these laws. Therefore, it is imperative that students familiarize themselves with local, state and federal laws, some of which are very severe.

Student Responsibility

Every Wesleyan student is faced with the need to have responsible personal and community positions with regard to these concerns.

Each member of the campus community is expected both to have self-discipline and to work with others to achieve the ideals of community life. All students, especially residence hall students, are urged to do their best to prevent situations that are harmful to personal and community life.

Every student who has a problem of any sort and especially with alcohol or drugs, should seek help (or be encouraged by others to seek help) from the many campus resources: friends, religious counseling, psychologists and advisors, Residence Life Coordinators and Resident Assistants.

The College Judicial System

The basic purpose of rules, regulations, and judicial systems must, of necessity, be to support and maintain an environment in which learning, growth, and maturity can take place. The disciplinary powers of the College and its judicial procedures should safeguard the educational process, protect the rights and freedoms of members of the community and insure the safety and security of people and property.

Regardless of the means of processing judicial action, the objective of discipline is to redirect the behavior of the student into productive, acceptable patterns and to protect the rights of other students within the residential community. Student judicial boards were created in order to utilize peer influence in formulating the attitudes and subsequent behavior of all students. The boards further attempt to implement an atmosphere of self-discipline within the educational community.

The standards and operating procedures of the judicial system are published in the *Student Handbook.*

Continuing Evaluation

Life style policies are reviewed each year by the Housing Committee, the Faculty Campus Life Committee, the Student Life Committee, and the Trustee Council on Student Affairs. These committees continually explore changing life styles and attempt to create avenues that will enable West Virginia Wesleyan to retain its ideals, while providing a campus community responsive to the interests and needs of today's students. Members of the campus community are encouraged to express their concerns and share their ideas with the above committees.

We also encourage others to share their ideas by writing to any of the above committees c/o West Virginia Wesleyan College.

Use of Cars

All students enrolled at Wesleyan may drive a car at West Virginia Wesleyan but are required to register it on a form provided by the College. Every motor vehicle driven by a student must have in force bodily injury and property damage liability insurance. Any

student who makes reckless or improper use of a car, or fails to provide the College correct information regarding the car he drives, will lose the privilege of driving while at Wesleyan.

Regulations describing the use of parking areas, with regard to restricted zones, time limits and financial penalties for traffic violations, are distributed annually to all College personnel including students. Traffic regulations and procedures are reviewed by the Student and Institutional Rights Committee of Community Council and enforced by the campus security force.

Disciplinary Procedures

A student who fails in any matter of conduct to conform to the ideals, standards and policies the College seeks to maintain may be placed on disciplinary warning or disciplinary probation for a stated period or, if his failure is judged to be sufficiently serious, may be required to withdraw. If he fails during, or after, a period of disciplinary probation to conform to the policies of the College, he may be suspended for a period of time or required to withdraw.

BAUSCH & LOMB

Our Commitment

Wesleyan has traditionally valued the individual and has sought to elevate human life by a vision of the nobility of man in his search for truth, beauty, and justice. It is the whole life of those who join this community that is the interest of the College.

A "whole life" view regards the place of both the curricular and the co-curricular during the college years. It acknowledges that all of one's doing is informed by articulated, relevant values, and that no acquired knowledge can be without import for living.

It respects both individuality and the well-being of the community. It frees the mind from provincialism and it places human life in the context of stewardship for the earth.

It regards all of the sensibilities of a human being — intellectual, affectional, moral, and religious — as significant. And finally, it espouses that life is not merely to be prolonged, but is to be transformed, so that ultimately it has meaning and worth.

The theme of Quality of Life is worked throughout the curriculum as a uniting thread amid the diversity of faculty contributions and the multiplicity of student interests. It means that we strive to "draw out" the possibilities of the human spirit rather than to inculcate diverse knowledge which may or may not be desired.

Academic Advising

Wesleyan takes very seriously its obligation to offer students the information and advice they need in planning their own academic programs. Every student is assigned a faculty advisor to help identify major interests, appropriate educational opportunities and the best way to pursue those interests and opportunities. Education is properly the responsibility of the learner, but the academic advisor must approve the student's program for each semester.

Plan of Study

General Studies Curriculum

The General Studies curriculum, as distinguished from specialized education, is designed to add breadth of appreciation and experience to a student's

Academic Program

college study. Its focus is the development of skills, attitudes and habits which equip a person for effective participation and leadership as citizen, employer, employee and church and family member. These studies should introduce the student to significant questions addressed by humanity in every age and to the perspectives brought to these questions by the various forms of inquiry.

In brief, the General Studies program seeks to continue the life-long process of educating a person toward sensitivity, perceptivity and constructive citizenship.

The requirements of the curriculum are distributed across six broad areas of study and may be met at various stages of a student's four-year program. These studies therefore are not necessarily preliminary to work in a specialized area but may accompany and enrich that work. Two options exist according to the choice of college major.

Option One: The *standard* general studies program accompanying one of the departmental or inter-departmental majors.

I. Religion and Philosophy
A student will select one course in the Department of Religion and one in the Department of Philosophy.

II. Fine Arts and Literature
A student may choose one of the following options in the area of Fine Arts (Music, Art, Drama), Literature (in English or in a foreign language, including dramatic literature) and Language. Three hours of applied Fine Arts may be counted as one course.
   A. Three or four courses (at least eight semester hours) including both Fine Arts and Literature, or
   B. One semester of interdisciplinary Humanities plus one Fine Arts and one Literature course, or
   C. Two semesters of interdisciplinary Humanities plus one course in either Fine Arts or Literature, or
   D. A sequence of a Foreign Language at the intermediate level (French 10-11, German 11, 12, 21, Chinese 11-12, or Greek 42, 43), 5-6 credits.

III. Communication
A student will take both Composition and Fundamentals of Speech Communication. Because other educational experiences are built on these skills, the courses should be taken early in the college program.

IV. Natural Science and Mathematics
A student will complete one of the following options:
   A. A sequence of two courses in a Science (with laboratory experience) plus three hours in Mathematics. Computer Science or Formal Logic may meet the latter requirement, unless Formal Logic is taken as one's Philosophy course.[1]
   B. A sequence of Mathematics courses (College Algebra-Trigonometry, Finite Mathematics I-II, Calculus I-II or Computer Science 50, 60) plus a Science course with laboratory experience.

V. Social Sciences
A student will complete one course in History (either History of Western Civilization II or History of the United States II) and a course from each of two other fields: Sociology, Economics, Psychology, Anthropology and interdisciplinary Social Sciences.

VI. Health and Physical Education
A student will complete four semester hours in this department, at least two of which will be activities courses. Students transferring to the College without Physical Education credit are required to complete one hour for each year or part of a year spent at Wesleyan.[2]

Option Two: A *student-designed* general studies program, coordinated with a contract major, which is to conform to the principles of General Studies as stated by the College, without requiring specific courses. Plans for this option and the accompanying contract major are to be approved by the Curriculum Committee.

[1]Physical education majors may combine Physical Education 10 and 12 with one Science and one Math course to meet this requirement.
[2]Nursing students are required to earn only the two activities credits.

Majors Offered

The College offers majors in the following fields. Specific course requirements may be found in the section of the Bulletin entitled Instructional Offerings.

Departmental Majors:

Art
Biology
Business
Chemistry
Christian Education
Computer Science
Dramatic Arts
Economics
Engineering Physics
Education
English
French
Government
Health and Physical Education
Health Physics Technology
History
Home Economics
Library Science
Mathematics
Music
Nursing
Philosophy
Physics
Psychology
Religion
Sociology and Anthropology
Speech Communication

Inter-Departmental Majors:

American Studies
Fashion Merchandising
International Studies
Medical Technology
Philosophy and Religion
Social Science
Social Welfare
Regional Development Studies
Rehabilitation
Youth Services

A student has the option of declaring a major and a minor or a double major. In the case of a double major a student must declare a first major. He will complete both majors fully and not at the expense of the requirements of the General Studies program (Option 1) or of either major.

Contract or Individualized Major:

A student may select a committee of three faculty members from a list of approved faculty advisors and with the assistance of the committee structure a major tailored to his interests. The major must be approved by the Curriculum Committee. Option 2 of the General Studies may be combined with a contract major.

Professional Programs

Dietitians — Four-Year Course

The College offers a four-year course for dietitians which meets the requirements of the American Dietetics Association for dietetic internship applications. The interested student should check with the Chairman of the Department of Home Economics who will aid the student in planning a complete four-year course of study.

Librarians — Four-Year Course

West Virginia Wesleyan prepares students to qualify as librarians in public schools and in public libraries. The interested student should consult the Chairman of the Department of Library Science who will aid the student in planning a four-year course of study.

Ministers — Pre-Seminary Studies

The College offers a four-year pre-professional course for ministers. The pre-ministerial student planning to enter seminary should arrange his college studies to provide him with a broad cultural and intellectual foundation. The American Association of Theological Schools in the United States and Canada suggests that 30 semester courses, or approximately three-fourths of the student's college work, be taken in the following specified areas: 1) English and Speech, including composition, literature, basic speech and related courses — six semesters; 2) History, including ancient, modern European, and American — three semesters; 3) Philosophy — three semesters; 4) Natural Sciences, preferably physics, chemistry, or biology — two semesters; 5) Social Sciences — seven semesters; 6) Foreign Language — four semesters; and 7) Religion — three semesters.

The most desirable areas of concentration for the pre-ministerial student are English, Philosophy, History and Religion.

Nursing — Four Year Program

West Virginia Wesleyan offers a program leading to a Bachelor of Science Degree in Nursing. The program

is accredited by the Department of Baccalaureaute and Higher Degree Programs of the National League for Nursing, and by the West Virginia Board of Examiners for Registered Nurses.

The nursing program developed by the faculty of the Department of Nursing is designed for those men and women who wish to obtain basic preparation for a career in professional nursing. On graduation the Wesleyan nurse is eligible to write the state licensure exams and is qualified for positions at the beginning level of practice in the various fields of nursing. The program also provides students an opportunity to acquire a sound foundation for graduate study in nursing.

The program is structured so that it can be completed in four academic years. Students carry a heavy academic load during the freshman and sophomore years and are advised — especially if they find natural sciences and mathematics difficult — to take steps to lighten their class loads during those years. Emphasis is placed on the development of a solid knowledge base and the ability to use it in subsequent levels.

Middleton Hall, a modern, well-equipped building, provides office, class and seminar rooms designed for the Nursing Department, as well as skills and audio-visual laboratories. Students have clinical laboratory experience in a variety of settings, including small community hospitals and nursing homes as well as larger more sophisticated acute care institutions in surrounding cities. In line with current trends in health care, nursing in health promotion and maintenance is emphasized, utilizing community resources such as county health department, home health care agencies, and community mental health agencies for a broad spectrum of clinical learning experiences.

Human Services Curricula

The Human Services Curricula exist to broaden the career opportunities for Wesleyan students interested in working with persons in a broad range of helping capacities. Within the curricula are three academic avenues which prepare students for knowledgeable, proficient, and sensitive work with various types of clients. The interdisciplinary majors in the curricula include preparation of persons to work in Youth Services, in Social Welfare Careers, and to perform rehabilitative services for the Physically and Vocationally Handicapped. Each program draws heavily upon a core of courses in the behavioral and social sciences in order to establish an adequate knowledge base for understanding human relationships and behavior and developing a professional practice perspective. Uniquely, each program requires field internships for the student during the junior/senior year. Each field placement setting is chosen with a focus on the student's vocational career so that actual on-the-job training can be achieved.

Teacher Education Program

The teacher education program is committed to a concern for persons and the issues that surround them in society. It is committed to developing the breadth of learning which both frees and disciplines the mind, refines and humanizes judgment, and enriches personal life. The teacher education program also seeks to equip students to participate responsibly, productively, and knowledgeably in a variety of roles that collectively are known as the act of teaching. Recognizing that educational methods vacillate in their popularity and the failure of research to reveal the single path to effectiveness, the teacher education program maintains a loyalty to the best of the past and a creative involvement in the present, as it anticipates the future with faith and reverence.

The objectives of the teacher education curriculum are directed toward creating a teacher who can perform with competence the many tasks required in teaching. The teacher education program is built on a minimum of five assumptions:

1) Each student is responsible for his own learning, with the faculty serving as facilitators of learning.

2) Learning is a combination of related experiences; a major aim of the program is to provide a variety of activities both on campus and in the public schools which will allow the student to examine and evaluate and generalize the relationships between theory and practice.

3) Continuous learning is enhanced when the climate is characterized by open communication with peers, faculty members and public school personnel.

4) Learning is maximized when the student develops a positive self-concept, which may humanize the teaching of students in the classroom.

5) Learning is further enhanced as the student acquires knowledge in the content areas to be taught.

The West Virginia Wesleyan Teacher Education Program includes a variety of areas of specialization for those interested in becoming teachers. Among these are Early Education, Special Education, Elementary, and Secondary specializations.

The Early Education Program prepares college students to teach at the nursery and kindergarten levels. Ample opportunity is provided for practical experience with very young children. An Early Childhood Development Center owned by the College brings college students in the program into frequent and in-depth contact with the early childhood students.

The Special Education Program prepares college students to teach in the area of Mental Retardation at the elementary grade levels only.

The Elementary Program prepares college students to teach in the elementary schools. Subject specializations are provided for elementary education students, in addition to the general teacher education preparation, in the following fields: Art, French, Home Economics, Mathematics, and Physical Education.

The Secondary Program prepares college students to teach in the secondary schools in a wide variety of fields. Each student may prepare himself to teach in two of the following fields: Art, Business Principles, Secretarial Studies, Foreign Language, English, School Library Media, Mathematics, Physical Education, Biology, Chemistry, Physics, or General Science; or a student may elect to prepare himself in only one comprehensive field in: Business Education, Vocational Home Economics, or Social Studies.

Students may also become Teaching Specialists who are prepared to teach on both the elementary and secondary levels in the following fields: Art, Music, Health Education, Physical Education, and School Library Media.

The beginning college student interested in becoming a teacher takes background courses during his first two years, and takes his first professional education course at the sophomore level.

The professional education sequence includes study and application of understanding in the history of education, philosophy of education, social foundations of education, human growth and development, educational psychology, learning theories, school curriculum, audio-visual media, tests and measurement, general principles and methods involved in teaching, and specific methods of teaching in the student's field of specialization. There is an increasing emphasis on an early involvement with children through observation and interaction, plus numerous and varied practical experiences.

In the Wesleyan program the student is assigned in his senior year, after seven weeks of theory in the "Student Teaching Block," to a cooperating teacher in one of several counties in West Virginia. Under the supervision of College personnel, the student teacher observes the master teacher's methods, grades papers, actually teaches most or all of a normal teaching load, and in general assumes the duties and responsibilities of a classroom teacher during an eight-week period of student teaching.

Students should check under Instructional Offerings, Department of Education, in this Catalog, for specialization teaching program requirements. The student must become thoroughly familiar with the requirements for his chosen teaching specialization. The student is also responsible for maintaining close contact with an advisor in the Department of Education who will aid him in planning his four-year program.

Master of Arts in Teaching Program

College graduates holding initial teacher certification may earn a master's degree and permanent certification as elementary or secondary teachers in various teaching fields offered by Wesleyan, including a special music program in conducting. The course of study and graduation requirements are detailed

under instructional offerings, Department of Education.

Bachelor of Liberal Studies Degree

The degree, Bachelor of Liberal Studies, is offered through Wesleyan's College III program and is designed for those students forty-five years of age and above. This degree gives the older student the opportunity to pursue an accredited degree program in the general area of the liberal arts, including history, religion, science, literature and the arts. In most cases life experience credit may be awarded for past work, military, educational and other learning experiences up to one year's equivalency. The degree program may then be accomplished in a minimum of three years.

This course of study is currently being offered only at the Port Charlotte, Florida, facility. For more information contact the Office of the Vice President for Academic Affairs.

Combination Degree Programs

(Institutional Affiliations)

Engineers — A "Three-Two" or "Four-One" Course

(Leading to Bachelor of Science and Bachelor or Master of Science in Engineering Degrees)

West Virginia Wesleyan and the University of Pennsylvania, in Philadelphia, offer cooperatively a five-year curriculum in liberal arts and engineering. The student who elects to pursue the "three-two" curriculum will devote the first three years in residence at West Virginia Wesleyan in a carefully planned program of study in the liberal arts and sciences which are basic to engineering. The last two years are spent in residence at the University of Pennsylvania completing the program in his chosen field of engineering.

Upon satisfactory completion of the fourth year of the program, the student is eligible to receive his Bachelor of Science degree from Wesleyan, and upon satisfactory completion of the fifth year, he is awarded a Bachelor of Science degree in his chosen field from the University of Pennsylvania.

By attending Wesleyan for four years, then transferring to the University of Pennsylvania for one or two years, a student can obtain a Master of Science degree in any of eight engineering specialties. The transfer is made without formality, and the student receives the baccalaureate degree from Wesleyan before attending Pennsylvania. Students may also choose to attend graduate school in engineering at any of a large number of universities.

Engineering options available at the University of Pennsylvania include:

Chemical and Biochemical; Civil and Urban; Mechanical and Applied Science; Metallurgy and Applied Science; Bioengineering; Computer and Information Science; Electrical; and Systems.

Foresters and Environmental Scientists — A "Three-Two and One-Half" Program

(Leading to Bachelor of Science and Master of Forestry or Master of Environmental Management Degrees)

West Virginia Wesleyan and the Duke University School of Forestry and Environmental Studies offer cooperatively an eleven semester curriculum in Liberal Arts and Forestry or Environmental Studies. The student who elects to pursue this curriculum will devote the first three years in residence at Wesleyan to a carefully planned program of studies in the liberal arts and sciences, and the last two and one-half years in residence at Duke University where he will pursue a professional curriculum of his choice in either Forestry or Environmental Studies.

Upon satisfactory completion of the fourth year of this coordinated course of study, the student is awarded the Bachelor of Science degree by West Virginia Wesleyan. Upon satisfactory completion of three additional semesters, the student is awarded the professional degree of Master of Forestry or Master of Environmental Management by the Duke University School of Forestry and Environmental Studies.

Medical Technologists — A "Three-One" Course

West Virginia Wesleyan will grant a B.S. in Medical Technology to students who complete requirements for the major in three years on this campus and a fourth year of professional training at the Memorial General Hospital in Elkins, WV, with which Wesleyan has an agreement of affiliation. At the end of the fourth year of training, students are eligible to take a certifying examination.

Memorial General Hospital will accept students on the basis of academic standing, recommendation and interview. If they are not admitted to that program, students may receive credit for training at another accredited hospital-based school.

The course of study leading to the major is outlined under Instructional Offerings, Division II. Further information may be obtained from the campus medical technology program coordinator.

Study Abroad

The College can make available to students information regarding opportunities for broadening their education by international study. Through cooperation with other universities and private organizations Wesleyan will assist students in making decisions and arrangements for programs beneficial to their interests and advise them on the integration of these studies into their total undergraduate plans.

Students may, for example, participate in Experiment in International Living programs offered on a semester basis and during the summers. There are programs in Europe, Latin America, Africa, and Asia involving an orientation session in each instance, intensive language instruction (prior knowledge of the language is usually not required), a home-stay with a four-week seminar in contemporary culture, and a period of independent study and travel. From nine to fifteen hours of credit are awarded.

The Institute of European Studies offers summer, semester, and full-year programs abroad. The Institute offers a wide variety of liberal arts courses in seven European centers: Durham, Freiburg, London, Madrid, Nantes, Paris and Vienna. Most centers allow the student to enroll either for a semester or the full academic year. In addition, there are summer sessions which allow for language study.

Wesleyan also cooperates with other universities with study abroad programs, including the University of Evansville which sponsors an exchange program in England at its Harlaxton Manor Study Centre. Students from Wesleyan can attend and obtain one year of academic credit to be transferred to Wesleyan. In addition to classes, Harlaxton students are taken on field trips to places of historical and cultural importance in England.

Philosophy majors may study abroad one semester under learning contract at either Athens, Greece or Oxford, England.

Other programs abroad are available on a summer, semester or academic year basis. A study year abroad is usually pursued during the student's junior year. Wesleyan faculty often schedule study abroad courses during the Short Term session in January. By successfully completing academic study sponsored by an approved group either within or outside the Wesleyan community, a student may be assured of receiving full credit for his work abroad. In recent years, Wesleyan students have participated in programs in Colombia, England, France, Germany, Mexico, Israel, Switzerland, Austria, Japan, and Spain.

Usually a 2.00 cumulative average is required in order to gain admittance to study abroad programs. Most scholarships are transferable to the foreign study programs, and Wesleyan's Financial Aid office will assist students who wish to apply for deferred payment plans, special low-interest loans, and scholarships. The Study Abroad Advisor assists students in the choice of programs and in the application procedure.

The Honors Program

The Honors Program consists of several Honors Seminars offered each semester by a group of distinguished professors known as the Honors Faculty. The content of the seminars varies according to the interests of the Honors Faculty. The seminars may be in the form of tutorials, lectures, independent studies, or true seminars. Each seminar counts one to three semester credit hours as determined by the professor. Participating students are permitted max-

imum freedom and flexibility in selecting seminars on topics most closely reflecting their individual interests and academic needs.

To be eligible for an Honors Seminar a student must meet the following requirements:

1. If the student is an incoming freshman, he must be selected by the Honors Faculty and Academic Dean on the basis of recommendations, class rank, high school G.P.A., and standardized test scores.

2. After the first semester, a student must have both a 3.5 cumulative G.P.A. and a 3.5 average in completed General Studies courses. These criteria must be met prior to each subsequent semester of participation. A student may participate in an Honors Seminar whenever he meets the G.P.A. requirements.

3. Each department may nominate one student each year to participate in one seminar regardless of the student's G.P.A. Such students may not graduate as honor students. The Honors Faculty will review and accept or reject the proposed project of any such student.

To be eligible to graduate as an *Honor Student* a student must have completed the following requirements:

1. He must have successfully completed *four Honors Seminars.*

2. He must have successfully completed a *Senior Thesis.* (2 or 3 credit hours). To qualify for the Senior Thesis a student must first complete four Honors Seminars. The nature of the thesis will be determined jointly by the Honors Student and the Honors Faculty. The merit of the thesis will be judged by the Honors Faculty. With departmental approval, the Honors Thesis may be substituted for the Departmental Comprehensive Examination.

Students successfully completing all requirements of the Honors Program will be awarded certificates of merit at the Awards Convocation, be recognized during the Commencement ceremonies, and have placed on their permanent records (transcripts) the designation of *Honors Student.* (A student who has not completed the requirements for graduating as an Honor Student may still graduate Summa Cum Laude, Magna Cum Laude, or Cum Laude if his G.P.A. meets the standards designated by the College.)

The Honors Faculty will normally be composed of one or two outstanding teachers from each division. They will be selected annually by the Academic Dean. Nominations may be solicited from Campus Honoraries and the four Divisions. It is expected that the composition of the Honors Faculty will change from year to year.

Educational Outreach

Educational Outreach is an academic extension of West Virginia Wesleyan College, offering credited college-level courses on cassette tape with accompanying study guides and textbooks. Outreach courses are economical, fully accredited and transferable, and are prepared in accordance with Wesleyan's standards of academic quality. Wesleyan faculty teach or team-teach each of the courses, which cover a broad spectrum of academic subjects. They are made available primarily to persons who for financial, geographical or personal reasons cannot attend regular campus classes.

How To Graduate

Requirements for Graduation

In order to qualify for a degree, all students must:

1) Earn a minimum of 128 semester hours of credit;

2) Complete General Studies requirements (Option 1 or 2) plus a major and, except when specifically excluded, a minor or second major field of study;

3) Achieve a "C" Average (2.00 Grade Point Average) in all college work attempted, in all college work attempted at Wesleyan, and in each major, minor, and individualized field of study.

Students should be thoroughly familiar with, and must assume responsibility for meeting degree requirements.

Except in specifically approved majors a maximum of 45 credit hours in the student major may be counted toward the 128 credit hours required for graduation.

Degrees Awarded

West Virginia Wesleyan College confers five academic degrees; **Bachelor of Arts** (upon graduates majoring in American Studies, Art, Chemistry, Christian Education, Economics, Education, English, French, Government, History, International Studies, Music, Philosophy, Physics, Psychology, Regional Development Studies, Rehabilitation, Religion, Social Sciences, Social Welfare, Sociology and Anthropology, Speech and Dramatic Arts or Youth Services); **Bachelor of Music Education** (Music); **Bachelor of Science** (upon graduates majoring in Biology, Business, Chemistry, Engineering Physics, Fashion Merchandising, Health and Physical Education, Health Physics Technology, Home Economics, Library Science, Mathematics, Nursing or Medical Technology); **Bachelor of Liberal Studies; Master of Arts in Teaching**; and an **Associate of Arts** in Secretarial Science or Mine Management.

For those students pursuing individualized programs, the appropriate degree (from those listed above) will be ascertained according to the content of the student's program.

Degrees With Distinction

Students who earn at least 92 hours at West Virginia Wesleyan and who complete all degree requirements with a scholarship quotient of 3.50 to 3.74 on both total record and credits earned at Wesleyan will be graduated *cum laude*; those who complete all such requirements with a scholarship quotient of 3.75 to 3.94 on both total record and credits earned at Wesleyan will be graduated *magna cum laude*; and those who complete all such requirements with a scholarship quotient of 3.95 will be graduated *summa cum laude*.

Accelerated Program

The College affords students an opportunity to complete their studies in a shorter time by offering two

fourteen-week semesters, a short term, and three four-week summer terms annually. This makes it possible for a student to earn from 44 to 48 semester hours of credit per year, and to complete a degree course in three years or less.

The accelerated program is equivalent in every respect to the regular four-year program. Under this program an exceptionally capable student may increase his semester load by one or two semester hours beyond the normal study load. (See Student Load.)

Academic Residency

In order to qualify for a degree, a student must earn in residence at least thirty-two semester hours of credit and at least twice as many quality points as semester hours.

Furthermore, in order that a graduate may both have received culminating studies at Wesleyan and have contributed as a mature member of the academic community, it is required that at least twenty-four of the last thirty-two semester hours of credit before graduation or entrance into an officially established cooperative program for the senior year be earned in residence or internship.

Semester Hours

In order to qualify for a degree, a student must earn a minimum of 128 semester hours of credit. A semester is a fourteen-week term. In general, a course meeting one hour per week for one semester carries a credit of one semester hour; a course meeting two hours per week for one semester, two semester hours, etc.

Necessary Examinations

Comprehensive: A written or performance Comprehensive Examination or other method providing proper final academic evaluation of the student is obligatory in some major areas of study. The results of such evaluations must be recorded on the permanent record for all students.

Application for Degree

At least twelve months prior to anticipated completion of degree requirements, each candidate for a degree is required to file at the Office of the Registrar an application for a degree. This makes it possible to check requirements still to be met while there is still time to meet them. A charge of $5 is made for failure to comply with this regulation. Such failure may also result in postponement of graduation. This charge applies, also, to a revised application filed less than eight months prior to anticipated completion of degree requirements.

Contract Studies

The learning contract is a means of individualized instruction whereby the student enters into a written agreement with one or more faculty members to achieve specific educational objectives for academic credit. The contract objectives may be limited as those achieved in a single course or they may be extensive as those achieved in a semester or more. The student and faculty member agree on the ways the student will achieve his or her objectives, which may include attending classes, independent study, curriculum related employment, travel, field experience, internships, or any other activities realistically designed to bring the student desired results. The student and the faculty member also agree on the means of evaluating the student's accomplishments and determining a grade. The student may use the learning contract to gain knowledge and skill in an area of career field not covered by the regular curriculum of the College.

A learning contract, developed by the student and faculty sponsor, is forwarded to the Registrar for review by the Contract Learning Committee. The contract must be made prior to registration to be part of the student's registration for that term. The student must register in order to receive credit. To participate in contract learning a student must be a second semester sophomore in good standing. A maximum of 32 semester hours credit may be earned in this way.

Cooperative Education

The Cooperative Education program incorporates actual work experiences into the college curriculum. There are two programs for cooperative experiences. The first provides for alternating semesters of full-time classroom study and full-time cooperative employment in a curriculum-related position. The second offers students the possibility of a part-time curriculum-related experience while attending college either full or part time. Cooperative education adds practicality to classroom education.

To join the Wesleyan Co-op program, a student should have completed the first half of the sophomore year; however, there may be exceptions. Application should be made during the freshman year or early in the sophomore year. Applications are obtained from the Registrar. Community college transfers should request an interview with the Registrar when they apply for admission to Wesleyan. Cooperative work experiences are analyzed and awarded credit by means of the learning contract.

Academic Regulations

Registration

When to register

All students must register at the beginning of each semester or summer term in accordance with the dates designated in the college calendar.

Students in residence during any semester or summer term preregister for the ensuing semester and/or summer term on dates designated. It is highly essential that preregistration be completed in order that provision may be made for class sectioning, textbooks and laboratory materials. A charge of $5 is made for failure to preregister on dates designated.

Changes in registration

Course changes can be made only with the approval of the Registrar. In order to minimize changes, the student should consult his advisor and, if necessary, his Department Chairman before registering.

No changes in registration, involving addition of new courses, may be made after the fifth day of classes in any semester, or after the first two days of classes in any summer term (of four weeks). (See Withdrawal from Courses in this section.)

Late registration

Except in cases of unavoidable delay, late registration is strongly discouraged. Students who enroll late will be required to reduce the number of hours for which they register, unless excused by the Committee on Admissions and Academic Standing.

Classification

When a student has met all entrance requirements, and has completed his registration, he becomes a freshman; when he has earned 32 semester hours of credit and 64 quality points, he becomes a sophomore; when he has earned 64 semester hours of credit and 128 quality points, he becomes a junior; and when he has earned 96 semester hours of credit and 192 quality points, he becomes a senior.

Scholarship Quotient

The term "scholarship quotient" is used to indicate the ratio of the total of quality points earned by a student to the total of semester hours for which he has registered, excepting (1) courses from which he has withdrawn passing; (2) courses in process, and (3) courses in which a grade of "Pass" was earned.

Student Load

The normal student load is fifteen credit hours per semester, and six hours per summer term. Students who are working part time, or who are failing to maintain a satisfactory scholastic record, are advised to carry a lighter load. The Committee on Admissions and Academic Standing may require the academically weak student to lighten his load. No student may register for more than seventeen credit hours in any one semester, or more than eight in any one summer term, without adequate grade point average and spe-

cial permission of the Vice-President for Academic Affairs.

Dean's List

Superior scholarship is encouraged and recognized by the publication at the end of each semester of the Dean's List, which is constituted of students who have achieved a scholarship quotient of 3.35 or above for the semester, while carrying a load of at least 12 semester hours.

For purposes of qualifying for the Dean's List, a summer session will be treated as a semester. Students appearing on the Dean's List at least five times during their college work are awarded the Wesleyan Key for Scholarship at the end of their senior year.

Grades and Quality Points

Students must maintain at least a "C" average, that is a scholarship quotient of at least 2.00, in courses undertaken at West Virginia Wesleyan College, on total record, and in the major and minor fields.

Grades	*Explanation*	*Quality Points (per cr. hr.)*
A	Excellent	4
B	Good	3
C	Average	2
P	Pass	0
D	Poor	1
F	Failure	0
I	Incomplete	0
W	Withdrew	0
FW	Irregular Withdrawal	0

If a student who has been making a passing grade cannot complete his work in a course because of illness or other sufficient reason, an I (incomplete) is entered temporarily on his record. A course recorded as incomplete must be completed within the first six weeks of the next regular semester, except when an extension of time is granted by the Committee on Admissions and Academic Standing. Otherwise, the I automatically becomes an F or such other grade as the instructor assigns, taking account of finished and unfinished work.

Pass/Fail Courses

A junior or senior student may choose to take one elective course each semester to be marked on a Pass/Fail basis with the approval of the instructor and faculty advisor. The student may not use this option for courses which are required for general studies or are in his major or minor. The Pass or Fail will be entered on the student's permanent record, and, except for courses marked Fail, will fulfill hour requirements. The grade will not affect the Grade Point Average (GPA).

Attendance Requirements

Each student is responsible for attending classes, laboratory sessions and convocations. Missing any class or laboratory session, or substantial portion thereof, constitutes an absence. Missing sessions because of late registration constitutes absences. Each faculty member, within the framework of these regulations, is responsible for handling problems of attendance.

A student who, in the judgment of the Committee on Admissions and Academic Standing, has been grossly negligent in class attendance shall be subject to disciplinary action.

The Dean of Students periodically reports to the faculty those students whose absences are due to illness, personal emergencies, or official college business.

Withdrawal from Courses

A student will be permitted to withdraw from a course only during the period specified in the academic calendar, and only when the circumstances fully justify this procedure. In order to withdraw from a course, a student must complete the withdrawal form available in the Office of the Registrar.

If the student is granted permission to withdraw, W (withdrew) is entered on his record. If a student discontinues a course after the specified date for withdrawal and/or without permission of the Vice President for Academic Affairs, FW (Failure, Irregular Withdrawal) is entered on his record.

Courses Repeated

A course in which the final grade is D or F may be repeated at Wesleyan with the permission of the Registrar. When a course is repeated, with permission, both the first grade received and the grade in the repeated course, with their related hours and quality points, shall remain a part of the permanent record. The first grade received will be ignored when computing the student's grade point average. For students in teacher education, state regulations limit the application of this policy to courses in which a D or F was earned during the first 60 semester hours of college work.

Academic Warning

A student who fails during any semester to maintain on total record a scholarship quotient of 2.00 or above, or fails to make passing grades (A, B, C, or D) in at least three-fourths of the hours for which he was registered, will be placed on the Warned List for the next semester in which he is in attendance, and notice thereof will be given to the student and his parents.

While a student is on the Warned List, he is ineligible to receive any grant-in-aid, workship, or scholarship.

Academic Probation

A freshman who fails during any semester to maintain on total record a scholarship quotient of 1.70, or above, will be placed on academic probation. A sophomore who fails during any semester to maintain a scholarship quotient of 1.80, or above, will be placed on academic probation. A junior who fails during any semester to maintain a scholarship quotient of 1.90, or above, will be placed on academic probation. A senior who fails during any semester to maintain a scholarship quotient of 2.00, or above, will be placed on academic probation. All such students must remain on academic probation until they have attained the scholarship quotient on total record required by their classification.

A student on academic probation who fails during one semester of probation to attain the scholarship quotient indicated above may be discontinued because of poor scholarship. A discontinued student may apply for readmission, but may not be admitted until two semesters after the discontinuation. (One complete series of summer sessions counts as one semester.)

For participation in musical organizations and dramatic productions, which are considered to be co-curricular and do not carry credit, the following average scholarship quotients must be maintained: 1.80 by the end of the second semester; 1.90 by the end of the fourth semester; 2.00 by the end of the sixth semester. In the case of departmental organizations, standards for participation are set by the organizations themselves. For participation in intercollegiate athletics, a student must meet the eligibility requirements of the West Virginia Intercollegiate Athletic Conference and be in good academic standing.

Standards of academic progress and conduct for veterans are the same as for all students.

Suspension and Withdrawal

Students who incur an excessively large number of absences from any course(s), or who are otherwise grossly negligent of their studies, may be suspended from the course(s) involved, or from all courses, by the Committee on Admissions and Academic Standing, or may be permanently discontinued by said Committee. Students so suspended, or discontinued, shall have "F" entered on their permanent records for the courses involved.

West Virginia Wesleyan College reserves the right to require any student to withdraw, if his scholarship proves unsatisfactory, or if his presence jeopardizes in any way the ideals and standards the College seeks to maintain.

Credit by Examination

The College makes available to students an extensive program of credit by examination. Students must be enrolled at Wesleyan and be degree candidates to take advantage of credit by examination opportunities.

Students who take the College Entrance Examination Board subject examination(s) and achieve a

score of three or higher may be granted credit in the appropriate course(s) upon enrollment at Wesleyan.

The College participates fully in the College Level Examination Program. Students may receive credit through the CLEP general examinations through the first month of enrollment as freshmen only.

Approximately thirty-one CLEP subject examinations are available in courses of a general college nature. Credit may be granted in these courses when the student achieves the recommended score for awarding credit, as published by CLEP.

Students desiring to establish credit by examination in courses which are not available through CLEP may do so by taking institutionally prepared tests and receiving a passing grade as determined by the faculty.

Fees for all credit by examination are $22 for each examination (fees are not refundable). Duplicate credit by examination and/or regularly earned college credit will not be granted. Students may not take examinations for courses previously attempted.

Students of exceptional ability or any students who have had extensive high school preparation in a given area are encouraged to take advantage of credit by examination. Interested persons should consult the Director of Testing.

Credit for Professional Studies

A student who has completed at West Virginia Wesleyan three years of a "three-two" curriculum in engineering or forestry, as outlined in this Catalog, may substitute successful completion of the fourth

year of such a program for the additional number of credits required for a degree.

A student who has completed a minimum of 96 semester hours may, with the prior permission of the Committee on Admissions and Academic Standing, enter an accredited professional school, and transfer back to West Virginia Wesleyan enough credits in subjects approved by the Committee to complete the total number of credits required for a degree — provided the student has met fully all other degree requirements.

A student who has completed a minimum of 96 semester hours may, with the prior permission of the Committee on Admissions and Academic Standing, substitute successful completion of not less than one year of training in an approved school for medical technologists for the additional number of credits required for a degree — provided the student has met fully all other degree requirements.

The College is affiliated with the Merrill-Palmer Institute of Human Development and Family Life, a private institution with a program centering on human development and human relations. Students may take courses at the Institute for which Wesleyan grants credit. Along with attendance in classes, students observe and participate in situations involving an individual and his relationships to his family and his community. The Institute's emphasis on the "total" person — from conception to old age — gives students a unique opportunity to supplement their college studies.

Credit for Educational Experience in Armed Services

The College may grant appropriate credit, as recommended in *A Guide to the Evaluation of Educational Experiences in the Armed Services, 1978*, and as modified or superseded by later recommendations of the Commission on Educational Credit of the American Council on Education, to students who either submit satisfactory documentary evidence, or demonstrate on such tests as the College may prescribe, that they have achieved, through educational experience in the armed services, a satisfactory degree of mastery of any subject for which the College regularly gives credit.

In granting credit under these regulations, no duplication of credit will be allowed, and no fractional credits will be allowed.

Credit in physical education may be allowed for educational experience in the armed services only when the applicant has completed twelve continuous months of active military service.

Credit for educational experience gained in the armed services will be recorded only for persons who are currently enrolled as students in the College.

Interested persons should consult the Registrar.

Credit for Noncollegiate Study

The College may grant credit, as recommended in *The National Guide to Credit Recommendations for Noncollegiate Courses* of the American Council on Education, for the study of subjects in other than college settings which are consistent with the curricular program of Wesleyan. Such credit will be recorded only for persons enrolled in a degree program at the College. Inquiry should be made with the Registrar.

Grade Reports

At the end of each semester, and at the end of each summer term, the College sends a report of each student's grades to his home address. Unsatisfactory grades only are sent at midterm.

Auditing

A person desiring to audit a course must obtain permission from the Vice President for Academic Affairs, register as an auditor, and pay the auditor's instructional charge for the course. (See Auditors in Expenses and Financial Aid section.) A full-time student may audit a course without having to pay the audit fee if the audited course does not create an overload.

Auditors take no examinations, submit no written work, do no laboratory work, and receive no credit for courses audited.

Divisional Offerings

Academic departments at Wesleyan are organized on a divisional basis in order to promote and coordinate interdisciplinary study.

Division I Humanities

Chairperson, Mow

Art: Oldaker, Michael Thiedeman, Tinelli
Christian Education: Carr, P. Coston, Wilmoth
English: Baldwin, DeFoe, Mallory, O'Brien, Saunders
Modern Languages: Trusler, Gurdak, Hamner
Music: Loftis, Dees, Gamble, Kendrick, Milburn, Parsons, Shafer
Philosophy: Mow, Keating
Religion: Bercovitz, Gurdak, Holmes, Welliver
Speech and Dramatic Arts: Norvell, Eckles, Hopkins, C. Presar, S. Presar, Reed

Humanities 1, 2. 3, 3 hrs.

An interdisciplinary experience during the freshman year that relates the value and worth of the humanities in the life of each individual student. In an integrated way each student actively participates in the creative arts (music, art, drama) as well as the more traditional humanities (literature, philosophy, etc.). The course brings together faculty from many disciplines and emphasizes small group experiences.

American Studies

American Studies is an interdepartmental program devoted to the study of the Americanization of culture and the impact, past and present, of religion, art, literature, economics, history, government, and other such influences on the philosophy and value system of the country.

The student interested in this course of study, which offers a combined major-minor, should consult with either the Chairman of the English Department or the Chairman of the History Department for advice in planning his curriculum. Courses will be obtained principally from the offerings of the Departments of English and History with additional courses from the

Instructional Offerings

1980-82

Departments of Art, Religion, Government, Economics, Dramatic Arts, Philosophy, and Sociology.

All students are expected to take English 15, 16 and History 1, 2 in addition to 39 hours of courses applicable to the American Studies program. Twelve of these hours will be in the student's primary concentration area (either American Literature or American History); 9 hours in the student's second concentration area (either American Literature or American History); 15 additional hours or more from the appropriate courses offered by the other cooperating departments; and, in his junior or senior year, a three-hour comprehensive seminar in American studies or a substitute course offered by the Department of English.

Philosophy and Religion

Philosophy and Religion offer an area concentration major of 36 semester hours, with the approval of the student's faculty advisor, to students who have definite pre-theological plans.

Requirement for the major in Philosophy and Religion: a minimum of 12 semester hours in each department. Recommendations as to specific courses taken, depending on the student's interests and qualifications, include: Religion 10 and 20; Philosophy 33 and 20. The student is to select courses in consultation with his advisor.

Division II

Physical and Biological Sciences

Chairperson, Colson

Biology: Weimer, Colson, Glencoe, Gregg, McCormick
Chemistry: Capstack, Hamner, Holloway, Richter, Wolfe
Mathematics and Computer Science: Berry, Klausewitz, Sheppard, Wiest
Nursing: Roy, Bryant, Campbell, Craven, Farthing, Hinkle, Godsey, Jackson, Kauffman, McCollum, McKinney, D. Moore, B. Piper, TenBrink
Physical Science: Holloway, Finston, Hickman, Sheppard, Wiest

Environmental Impact of Coal Mining **3 hrs.**
The impact of coal extraction and utilization is investigated through an integrated series of lectures, laboratories, and field trips. Emphasis on the study of aquatic and terrestrial ecosystems disrupted by mining activities and upon methods, employed and proposed, for the alleviation of these problems.

Medical Technology Major

The Medical Technology major combines three years of study in the sciences and general education at Wesleyan with a fourth year of professional training at the Memorial General Hospital in Elkins, WV, with which Wesleyan has affiliation. Medical Technology certification is achieved by examination at the end of this course of study.

A minimum of 90 semester hours must be undertaken in residence at Wesleyan. These include the general studies requirements; Biology 1, 2, 9, 10, 13, and 53; Chemistry 1, 2, 21, 22, and 41; and Physics 11 and 12. Approximately 46 credits are earned in the subsequent laboratory school professional courses.

Students may also choose to complete a major in biology or chemistry while satisfying the minimum requirements for acceptance to laboratory school. Biology 4 and 35 and Chemistry 25 and 27 would be recommended additional courses.

If not admitted to the Elkins school students may complete training at another accredited hospital-based school upon approval of the campus program coordinator.

Division III Social Sciences

Chairperson, Bright

Economics: Nair, Bayard, Young
Government: Lauber, F. Curry
History: H. Coston, R. Curry, Hunt, B. Martin, Peterson, Sharpe
Psychology: Richard Calef, Ruth Calef, Hiedemann, Piper
Sociology and Anthropology: Warner, Bright, Olson, Peterson, Taplin, Vernal

Social Science 1. **3 hrs.**
A learning experience which introduces the student to basic ideas and tools of the social sciences. The

student will participate in one practical, field-study experience.

Social Science Seminar 2, 3. **Each 1-3 hrs.**
The content of the seminar and the form of instruction and study shall be proposed by concerned students and/or professors, and shall be approved by the division. The purpose of this course is to give multi-disciplinary studies in response to interested students.

Social Science Major

Students must take Social Science 1, Economics 10, 11, Government 1, History 21, 22, Psychology 1, Sociology 2, plus 15 additional hours in the Division. This list includes the 9 hours which the student must take to meet the general studies requirements in social science. Selection of courses must be in consultation with and with the general approval of the student's advisor and the Chairman of the Division of Social Sciences.

International Studies Major

A comprehensive International Studies major is offered by Division III as an alternative to majoring in a single department. Its aim is to provide a broad liberal arts foundation, a greater knowledge of foreign cultures, and an opportunity to concentrate in one or more regional studies.

The student will take Economics 10 and 11, and he will select 18 hours from a list of courses of an international nature, provided by the program advisor. He will choose an additional 17 or 18 hours of regionally oriented courses (Asia, Europe and/or Latin America) from the Departments of Art, Economics, English, Government, History, Philosophy and Religion. He also will take a minimum of 6 hours of foreign language. Additional foreign language study, and participation in travel-study programs abroad are encouraged.

The Human Services Curricula

Careers and vocations in direct services to persons have long been a fundamental aspect of the academic program of West Virginia Wesleyan College. This emphasis receives attention in many aspects of the College's life such as education, nursing, and pre-professional training for medicine, the ministry, and the legal field.

The Human Services Curricula exist, however, to broaden the potential career opportunities for Wesleyan students interested in working with persons in a broad range of helping capacities. Within the curricula are various academic avenues or tracks which prepare the student for knowledgeable, proficient, and sensitive work with various types of clients. Presently within the Human Services group are inter-disciplinary majors preparing persons for Services with Youth, Careers in Social Work, and training for work with the Vocationally Handicapped. Each program draws heavily upon a core of courses in the behavioral and social sciences in order to establish an adequate knowledge base for understanding human relationships and behavior. Uniquely, each program requires field placements for the student during his junior and/or senior year. Each placement setting is chosen with a focus on the student's vocational career so that actual on-the-job training can be achieved.

All of the Human Services majors require the completion of the General Studies program as stated in the College Catalog along with clear evidence of a successful field placement which will be guided through the Office of Cooperative/Contract Learning and the Division of Social Sciences.

Social Welfare Major

The curriculum in Social Welfare is designed for students who are seeking careers in the field of social work. These careers cover a wide range of opportunities such as employment in corrections, public welfare, mental health and mental retardation, planned parenthood, family services, adoption, foster care, medical or hospital social work, social gerontology, group work, public school social work, community work, and various private welfare services.

Social work demands a basic knowledge of human behavior, an understanding of human motivation, a working knowledge of welfare provisions, and an awareness of bureaucratic systems operating at local, state and federal levels. For students seeking further training, graduate schools of social work are

available at most major universities. Bachelor level entrance into social work positions is promising, with many four year college graduates entering the job market in state and federal agencies. In these instances civil service examinations are usually required.

A strong core of work in the social sciences is suggested with courses in government and economics providing an understanding of the legislative process underlying social policy development and problems associated with income maintenance. Three professional courses are required, including Social Welfare, Social Work Method and Practice, and Advanced Social Work. In addition to course work, the student is required to spend one semester in a field internship in an agency appropriate to his chosen career. A variety of courses in sociology and psychology round out the curriculum.

Students are encouraged to test themselves and give service to the larger community through a variety of volunteer services throughout their educational experience. Field placement under adequate supervision is to be taken during any of the last three semesters following successful completion of the professional and support courses. The student should exhibit evidence of a core of knowledge sufficient to benefit from the field experience and contribute to the placement agency.

The following core of required courses is made after study and involvement with the Council on Social Work Education, the Southern Regional Educational Board's Undergraduate Social Work Program, and discussions with undergraduate social work educators in West Virginia and neighboring states. Students must obtain a list of elective options from the Sociology Department and select alternatives in consultation with their advisor.

Required Courses (21 hours)

30 002 Principles of Sociology (3)
28 001 General Psychology (3)
28 003 Child and Adolescent Psychology (3)
30 029 Research Methods in the Social Sciences (3)
30 031 Social Welfare (3)
30 032 Social Work Method and Practice (3)
30 033 Advanced Social Work (3)

In addition to the courses above, the student must complete an internship in social welfare under the Contract Learning format. The internship will be developed in consultation with the student's advisor. (12-18 hours—Prerequisites include all required courses above and 9 hours in subfield).

Elective Subfields (15 hours)
The student must choose one of the subfields within the social welfare curriculum, and select five courses (15 hours) from the chosen subfield as listed below.

CHILD WELFARE: Sociology 11, 21, 23, 24, 25, 35, 36; Psychology 20; and Economics 10, 11.
FAMILY WELFARE: Sociology 11, 23, 24, 25, 26, 27, 35; Psychology 20; and Economics 10, 11.
MEDICAL SOCIAL WORK: Sociology 16, 23, 25, 26, 35, 36; Psychology 20; Government 2; and Economics 10, 11.
MENTAL HEALTH: Sociology 11, 21, 23, 25, 28, 35, 36; Psychology 7, 8, 20.
CORRECTIONS SERVICES: Sociology 21, 22, 24, 27, 35; Government 1, 2, 16; Psychology 8, 15, 20.
COMMUNITY SERVICES: Sociology 11, 12, 13, 16, 23, 25, 26, 27, 35; Government 2; and Economics 10, 11.

Required Courses:
(Minimum of 34 credit hours)

04 001, 002 (or 008) Biological Science (7-8 hrs.)
25 015 Anatomy and Physiology (4) *or* for persons entering medical careers such as physical therapy — 04 009, 010, Human Anatomy and Physiology (8) (prerequisite, Chemistry 1 or 5)
30 002 Principles of Sociology (3)
28 003 Child and Adolescent Psychology (3) (prerequisite: Psychology 1), *or* Educ. 4 Human Growth and Development (with permission of the Education Department) (3)
11 023 Areas of Exceptionality in Special Education (3)
25 018 Kinesiology (3)
25 014 Adapted Physical Education (2)

28 009 Psychological Tests and Measurements (3) *or* 11 083 Tests and Measurements (3) (with permission of the Education Department)
28 010 Physiological Psychology (3)
28 020 Theories of Counseling (3)

Field internship in Rehabilitation (12-15 credit hours)

Before undertaking the field internship the student must give ample evidence of academic preparation in order to understand and gain from such an experience. His work in the field internship will be evaluated carefully to ascertain intellectual growth and skill development.

Rehabilitation Major

The rehabilitation of people to personally satisfying and productive roles in life is a career area of much promise. Substantial federal monies are being spent for the rehabilitation of persons who suffer the handicapping effects of birth defects, including retardation, and impairment of speech, hearing and sight, as well as handicaps resulting from accidents on the job, in the home, and on the highway. The West Virginia State Division of Vocational Rehabilitation maintains regional offices as well as a fully equipped Rehabilitation Center at Institute, West Virginia. Graduate programs in Rehabilitation Counseling are offered by West Virginia University and the University of Maryland as well as other institutions. Bachelor degree employment opportunities are available in state and private agencies as well as industry.

The following occupational titles fall within the range of rehabilitation: physical therapy, speech therapy, occupational therapy, recreational therapy, special education, and vocational rehabilitation. In all instances graduate study is encouraged, but bachelor level job candidates are receiving much encouragement. Those persons entering the fields of physical therapy and speech therapy may do preparatory work at Wesleyan before entering certified schools. Those entering the field of special education should seek teacher certification. Civil service examinations are required for employment in most state and federal agencies.

In addition to the completion of the General Education Requirements of the College, the following courses comprise the core of the program:

Required Courses:
(Minimum of 34 credit hours)

04 001, 002 (or 008) Biological Science (7-8 hrs.)
25 015 Anatomy and Physiology (4) *or* for persons entering medical careers such as physical therapy — 04 009, 010, Human Anatomy and Physiology (8) (prerequisite, Chemistry 1 or 5)
30 002 Principles of Sociology (3)
28 003 Child and Adolescent Psychology (3) (prerequisite: Psychology 1) *or* Educ. 4 Human Growth and Development (with permission of the Education Department) (3)
11 023 Areas of Exceptionality in Special Education (3)
25 018 Kinesiology (3)
25 014 Adapted Physical Education (2)
28 009 Psychological Tests and Measurements (3) *or* 11 083 Tests and Measurements (3) (with permission of the Education Department)
28 010 Physiological Psychology (3)
28 020 Theories of Counseling (3)

Field internship in Rehabilitation (12-15 credit hours)

Before undertaking the field internship the student must give ample evidence of academic preparation in order to understand and gain from such an experience. His work in the field internship will be evaluated carefully to ascertain intellectual growth and skill development.

Recommended Electives:
(Minimum of 12 credit hours)

The student is encouraged to choose from among the following electives upon the advice of his counselor and in conjunction with his career objectives.

30 032 Social Work Method and Practice (3) (prerequisite: Social Welfare 031 or permission of instructor)
30 033 Advanced Social Work (3)

25 004 Exercise Physiology (4)
28 008 Abnormal Psychology (3)
28 015 Behavioral Modification (3)
32 005 Speech and Language: Development and Correction (3)
11 024 Education of the Exceptional Child (3)
11 025 Education of the Mentally Retarded (3)
11 011 Teaching of Reading (3)
18 041 Fundamentals of Human Nutrition (3)
18 051 Housing (2)
18 036 Clothing for the Handicapped and Elderly (3)

Those persons seeking expertise, licensing, and certification in the fields of physical therapy, speech therapy, and special education should consult respectively the Department of Health and Physical Education, Speech, or Education. Wesleyan offers only preparatory work in physical and speech therapy.

During one of the final three semesters, the student will be given a full semester's field internship in a rehabilitation setting best suited to further his career objectives. This can include a placement in the rehabilitation department of a hospital, the West Virginia State Rehabilitation Center, one of a number of schools and centers for mental health and mental retardation, or work as a recreational therapist.

Youth Services Major

The Youth Services Major is designed to prepare the student to work with adolescents and older youth, particularly those who have special needs. Academic preparation is largely through the Departments of Sociology, Psychology, and Government. The program includes work in liberal arts subjects as well as off-campus internships during the junior and senior years. Students are prepared to work with problem youth through agencies such as welfare services, juvenile courts, reform schools, detention homes, group homes, YMCA/YWCA, Scouts, and offices of probation and parole.

The program has been developed in consultation with the Menninger Foundation of Topeka, Kansas, and the Merrill-Palmer Institute of Human Development and Family Life, Detroit, Michigan.

1. Students must complete General Studies Requirements of West Virginia Wesleyan College.
2. On-campus study shall include 29 credit hours of study.
   A) Fourteen credit hours required:
      30 002 Principles of Sociology (3)
      28 020 Theories of Counseling (3)
      28 003 Child and Adolescent Psychology (3)
      16 002 State and Local Government (3)
      30 038 Youth Services Seminar (2)
   B) Fifteen elective credit hours to be chosen in consultation with advisor with specific vocational goals in mind.
      30 011 Appalachian Studies (3)
      30 013 Urban Sociology (3)
      30 021 Juvenile Delinquency (3)
      30 022 Criminology (3)
      30 024 Racial and Ethnic Minorities (3)
      30 025 Marriage and The Family (3)
      30 027 Conflict and Conflict Resolution (3)
      30 031 Social Welfare (3)
      30 032 Social Work Method and Practice (3)
      30 035 Group Dynamics (3)
      05 021 Principles of Accounting I (3)
      16 016 Criminal Justice, System and Process (3)
      16 010 Public Administration (3)
      28 008 Abnormal Psychology (3)
      28 015 Behavioral Modification (3)
      28 013 Human Relations Training (3)
      28 006 Social Psychology (3)
      11 011 Teaching of Reading (3)
3. An Urban Semester. During one semester of the junior year the student will study in an urban setting. In the past students have utilized the Merrill-Palmer Institute in Detroit, with which Wesleyan has had a long-standing affiliation for instructional services. At this time alternatives are being developed for such urban experience. The student must plan the

urban semester in consultation with his/her Youth Services advisor. Approximately 18 hours credit.

4. Internship. During one semester of the senior year the student will work "in the field" at an agency agreed upon by the student and his/her advisor. An approved field placement must be located by the student, but the advisor will assist in the placement. The placement must be under the supervision of a responsible professional person in the field who is willing to supervise the student. Criteria for such a program are to be worked out in accordance with the guidelines developed by the Office of Contract Learning at West Virginia Wesleyan College. The experience should occur in the senior year, 12-18 hours credit. The student may fulfill this requirement in a summer placement.

NOTE: A student may choose to complete a traditional major in Sociology, Psychology, or Government, or to complete one of the other Human Services majors, in addition to the Youth Services major. Such a plan must be worked out with appropriate advisors.

Regional Development Studies Major

The Regional Development Studies major has grown out of the expertise and experience developed during recent years by a group within the faculty who have done extensive and often pioneering work in regional approaches to development issues. This major was introduced to respond to the growing need for professional leadership skills of an interdisciplinary nature — skills which were not necessarily supplied by the traditional single subject College degree program. By providing an integrated curriculum within the social sciences, this essentially pre-professional major will equip students with the necessary skills to facilitate their work with organizations that address the management and planning of development issues. The following are examples of such organizations: coal industry public relations, community health, economic development organizations, regional planning staffs, urban and rural planning committees, resorts and recreation operations, tourist industries, rural social welfare agencies. In addition there are opportunities for overseas work with governmental and private agencies.

Students will pursue the major either by following a guided synthesis of specified courses together with individualized Contract Learning in the area in which they expect to find employment, or by choosing a more generalized area of study and concentration in anticipation of entering graduate school. In addition to a series of required courses that give a background in the social sciences the student will select recommended electives in consultation with an advisor and in the light of the area of specialty desired. A one semester internship during the junior year permits the student to work "in the field" at an agency agreed upon by the student and advisor.

For further information on the Regional Development Studies major see the brochure issued by the Regional Development Center and the Sociology Department.

Courses for the general studies requirement should be selected in consultation with the student's advisor.

Required Courses:
(Twenty-two credit hours)

10 011 Principles of Economics (3)
10 003 Urban and Regional Economics (3)
10 071 Theory of Economic Growth and Development (3)
16 002 State and Local Government (3)
16 010 Public Administration (3)
30 012 Sociology of Change and Development (3)
30 051 Readings in Sociology (1-3)
33 005 Solving Problems with Computers (3)

Recommended Electives:
(Student should exhibit a broad and diverse range of these electives with due consideration for his career objectives. Credit hours required are 15.)

NOTE: This is a suggested list of courses to satisfy a general background. Students with specific career specialties should choose alternate courses in consultation with their advisors.

10 050 Public Finance (3)
05 003 Quantitative Analysis II (3)
05 021 Principles of Accounting I (3)
05 060 Principles of Management (3)
30 011 Appalachian Studies (3)
30 013 Urban Society (3)
30 016 Social Organization (3)
30 029 Research Methods in the Social Sciences (3)

Internship:
(12-15 hours)

Division IV

Applied Arts and Sciences

Chairperson, J. Martin

Business: Ruhlow, Berisford, Clemens, Craig, Drubel, Gum, Kupcinski, Wallace
Education: Ivey, Balch, Burgess, J. Carpenter, P. Coston, Green, L. Hinkle, McArdle, R. Moore, Newberger, Nickell, Siewert, Wilmoth
Health and Physical Education: Myers, Braine, Carpenter, Ellis, Haas, Horner, Ross, T. Martin, Smith, Tracewell
Home Economics: S. Miller, Halverson, Simmons, Walls
Library Science: Burns, Androczi, Crutchfield, J. Martin, R. Moore, Mary Thiedeman.

Techniques of Study 5. **1 hr.**
An introductory course designed to help students develop learning skills and a systematic approach to learning. (Normally completed in 7 weeks.)

Reading and Study Development 6. **2 hrs.**
An introductory course in the processes involved in reading and studying, designed to help students increase the effectiveness of their own reading and studying. Attention will be given to methods of reading in various disciplines, techniques of note-taking, test-taking, and development of flexibility in reading. Opportunity will be given to improve comprehension, vocabulary, and rate of reading.

Reading and Study Development Laboratory Practicum 7. **1 hr.**
An individualized laboratory experience designed to allow each student to strengthen reading, writing or study skills. *Prerequisites:* Reading and Study Development Course and recommendation from the Director of the Learning Center.

Departmental Offerings

Art

Oldaker, Michael Thiedeman, Tinelli

The art program is designed to develop a knowledge of basic aesthetic elements and provide the opportunity to develop one's creative potential. Emphasis is placed on the training and development of the student's individual talents in such areas as painting, drawing, ceramics, printmaking, sculpture, and other media. A studio atmosphere encourages participation and discussion among students and teachers. The art program of study fulfills the need to give the student a wide range of ideas and insights that will enable him to fit his interests into some context relevant to the world around him.

The curriculum is designed to fulfill the needs of the liberal arts student with an incidental interest in art as well as the visual arts major who is interested in a professional career in art.

If the student is preparing to teach art, he supplements his studio training with education courses, including special methods and practice teaching.

Requirement for Major:

36 semester hours, including twelve hours of Painting (Art 8, 9, 19, 20), nine hours of Drawing (Art 2, 3, 13), Creative Design (Art 5, 6), Survey of Art (Art 23, 24), and six hours in one other studio field (Sculpture, Ceramics, Printmaking). In addition, all seniors are required to present a show of their work under the supervision of the faculty.

Requirement for Minor:

24 semester hours, including six hours of Painting (Art 8, 9), six hours of Drawing (Art 2, 3), Creative Design (Art 5, 6), and Survey of Art (Art 23, 24).

1. Art Appreciation. 3 hrs.
An introductory course designed to aid the student in his own appreciation of art, by providing him a basis for aesthetic judgment. Great works of art, illustrative of historical styles of architecture, sculpture, and painting, are studied with attention to line, form, space, and color. Illustrated by slides, reproductions, and when possible, original works of art. May be taken for credit by art majors as an elective.

2. Basic Drawing. 3 hrs.
Introduction to fundamentals of drawing. Analysis and rendering of line, form, value, texture, and color through use of various media. Principles of balance, proportion, rhythm, and unity.

3. Basic Drawing. 3 hrs.
Continuation of 2. Students who have not completed Basic Drawing 2 must have permission of the instructor.

4. Beginning Ceramics. 3 hrs.
An introduction to high and low fire ceramic media: ceramics as a traditional craft form, relating to the creation of functional objects, and as a contemporary art form dealing with hand-built forms, fundamental techniques of decorating, glazing, and firing.

5. Design Fundamentals. 3 hrs.
Introduction to a study of the elements of design, applicable to all problems of visual expression. Comprehensive consideration of the principles of color and composition. Experimentation and practice in problems related to both two-dimensional and three-dimensional design.

6. Design Fundamentals. 3 hrs.
Continuation of 5. Students who have not completed Design Fundamentals 5 must have permission of the instructor.

7. Creative Expression in Fine and Applied Arts. 4 hrs.
An introductory course designed primarily for teachers. Materials and methods for helping children experience creative expression through the use of various media and crafts.

8. Painting I. 3 hrs.
Introduction to Painting. Comprehensive consideration of the principles of design and color and their application to pictorial composition. Experimentation in various media.

9. Painting I. 3 hrs.
Introduction to Painting. Continuation of 8. Students who have not completed 8 must have permission of the instructor.

10. Sculpture. 3 hrs.
Introduction to the principles of achieving expressive form in the round and in the relief. Relationships of line, value, texture, and color to the sculptural form. Media include clay, plaster, plastiline, wood, metal, and various other materials. May be repeated for credit. *(Offered in alternate years).*

11. Summer Painting Workshop. 3 hrs.
An introduction to the development of painting techniques in various media (oil, acrylics, and watercolor; student may select media). Emphasis is placed on landscape painting with field trips to various locations of artistic interest. A course designed primarily for non-art majors.

12. Advanced Ceramics. 3 hrs.
Continuation of Ceramics 4. Consideration of complex hand-built forms and techniques of wheel-forming. Study of basic glaze chemistry and body formulation, advanced decorating techniques, and various firing methods. Emphasis on experimental techniques and individual creative expression. *Prerequisite:* Art 4. *May be repeated for credit.*

13. Advanced Drawing. 3 hrs.
The drawing considered as an art form with experiments in the emotional quality of drawing. Emphasis on quality and the development of a personal creative expression. *Prerequisites:* Art 2, 3 or the equivalent. *May be repeated for credit.*

14. Advanced Print Workshop. 3 hrs.
Exploration of advanced problems and techniques in printmaking. Emphasis on the development of professional quality. *Prerequisites:* Art 21, 22. *May be repeated for credit. (Offered in alternate years).*

15. Art in America. 2 hrs.
A survey course in Fine Arts restricted in scope to a view of the principal American artists and their contributions to our western cultural heritage. The emphasis will be in the major fields of architecture and painting and will cover American Colonial Art to the Art of Contemporary America. Primarily a lecture course with visual aids such as slides and films. *(Offered in alternate years).*

18. Modern European Art. 2 hrs.
A survey course designed to aid the student in the appreciation of modern European art through a concise account of the movements which together constitute the extremely complex change that has taken place in the art of painting, sculpture, and architecture during the past half-century. Primarily a lecture course illustrated by slides, reproductions, and when possible, original works of art. *(Offered in alternate years).*

19. Painting II: Advanced. 3 hrs.
Intensive investigation of composition and technique in painting with emphasis on the development of individual style. Student may work in various media. *Prerequisites:* Art 2, 3, 8, 9, or the equivalent. *May be repeated for credit.*

20. Painting II: Advanced. 3 hrs.
Continuation of 19. Students who have not completed 19 must have permission of the instructor. *May be repeated for credit.*

21. Printmaking. 3 hrs.
Emphasis is placed on the fundamentals of serigraph and related graphic processes. Areas studied will include relief and stencil techniques. *Prerequisites:* Art 2, 3, 5, 6.

22. Printmaking. 3 hrs.
May be taken as continuation of Printmaking 21 or as a separate course. Emphasis on intaglio processes: soft and hard ground etching, drypoint, aquatint, engraving, etc. Also study of experimental processes: colligraphy, lucite engraving, combined relief and intaglio techniques, etc. *Prerequisites:* Art 2, 3, 5, 6.

23. Survey of Art I: Ancient and Medieval. 3 hrs.
Historical study of architecture, sculpture, painting, and the minor arts of the western world. Art is presented as an objectification and record of man's major beliefs and ideas.

24. Survey of Art II: Renaissance and Modern. 3 hrs.
Continuation of 23.

25, 26. Independent Study. Each 1-6 hrs.
Individual creative study in any of the technical areas of the department. *Prerequisites:* Art majors with senior classification and permission of the instructor. *One to six hours each semester but not more than six hours total.*

27. Creative Art Workshop. 3 hrs.
An introduction to the fundamentals of the studio art. Experimentation in various media including charcoal, pen, pencil, pastel, acrylic, collage and mixed media.

30. Methods of Teaching Art (Grades 1 through 6). 4 hrs.
Materials and methods for teaching Art on the elementary and intermediate levels using various media (pencil, crayon, pigment, clay, etc.) and crafts (simple pottery, silk screen, fabric design, etc.). Application of art to all aspects of life. Course required for certification in Art, grades 1-6 and grades 4-8. *Prerequisites:* Education 6 and junior or senior standing; and permission of department.

31. Methods of Teaching Art (Grades 7 through 12). 4 hrs.
Materials and methods for teaching Art on the intermediate and secondary levels using various media and crafts. Application of Art to all aspects of life. Course required for certification in Art, grades 7-12. *Prerequisites:* Education 6 and junior or senior standing; and permission of the department.

Biology

Weimer, Colson, Glencoe, Gregg, McCormick

The objectives of this department are: (1) to make available to students the cultural and practical values of biology, (2) to provide preprofessional training for students who plan to enter schools of dentistry,

medicine, forestry, or other graduate schools, and (3) to provide adequate training for students who expect to become teachers of biology, laboratory technicians, or have other career objectives related to the field.

Requirement for Major:

25 semester hours, including 1, 2, 4, and 41 or 42. Biology 3 is strongly recommended and is required of Teacher Education majors with a biology specialization. In addition at least one course must be taken from each of the following three areas:
Molecular Biology, Physiology: 11, 12, 13.
Structural and Developmental Biology: 21, 22, 23, 24.
Field Studies: 31, 32, 33, 34, 35, 36.

Majors must take Chemistry 1 and 2 in their freshman or sophomore year. Chemistry 21, 22 is recommended.

Majors are required to take one of the following mathematics options: 5, 8 and 9, 10, 20.

Requirement for Minor:

14 semester hours, including Biology 1.

Where a prerequisite is required for a course, a failing grade in the prerequisite course will not satisfy the requirement.

1. Principles of Biology. **4 hrs.**
A survey of the principles of biology at the molecular and cellular levels, including energetics, reproduction, and genetics, and also including principles of evolution and ecology. A prerequisite course for all other biology courses. Laboratory included.

2. Structure and Function of Organisms. **4 hrs.**
Introduction to the physiology of higher plants and animals. Emphasis on how organisms have met environmental problems through physiological, behavioral, anatomical, and morphological adaptations. Lecture and laboratory. *Prerequisite:* Biology 1.

3. Survey of Organisms. **4 hrs.**
A general taxonomic and phylogenetic study of Monerans, Plants, and Animals with emphasis on evolutionary relationships, life cycles, and basic morphological characteristics. Major ecological and economic importances. *Prerequisite:* Biology 1.

4. Genetics. **4 hrs.**
A study of the principles of inheritance and the nature of the genetic material. Emphasis upon contemporary developments. Training in laboratory procedures, statistical treatment of data, and logical interpretation of scientific research. *Prerequisites:* Biology 1 or Chemistry 1; and Mathematics and Computer Science 1 or with consent of instructor.

8. Man and Nature. **3 hrs.**
A study of man and of his relationship to the natural world. Major topics will include human evolution, normal and abnormal functioning of the human body, contemporary environmental problems and recent advances in medical and biological science. Controversial topics of moral and ethical concern will be discussed. For non-majors. *Prerequisite:* Biology 1 or permission of instructor. *Laboratory included.*

9. Human Anatomy and Physiology I. **4 hrs.**
A study of the structure and function of the human body with emphasis on cells, tissues, skin and the coordination and control of body movements; Skeletal, Muscular and Nervous systems are covered. Laboratory and lectures. *Prerequisites:* Biology 1, and Chemistry 1 or 5.

10. Human Anatomy and Physiology II. **4 hrs.**
A continuation of Biology 9; emphasis is placed upon the interactions of Endocrine, Cardiovascular, Respiratory, Digestive, Urinary, and Reproductive systems and the maintenance of metabolism and fluid and electrolyte balance of human body. Laboratory and lectures. *Prerequisites:* Biology 9, and Chemistry 1 or 5.

11. Cell Physiology. **3 hrs.**
A study of relationship between structure and function at the cellular level. Topics covered include biologically important molecules, enzymes, membranes, genetic material, protein synthesis, cellular metabolism, photosynthesis, nerve impulses, and muscle contraction. *Prerequisites:* Biology 1 and Chemistry 1, 2, 21.

12. Cell Physiology Laboratory. **1 hr.**
Laboratory exercises which emphasize the techniques and theories of isolating and characterizing biologi-

cally important compounds. Techniques include spectro-photometry, chromatography, electrophoresis, high speed centrifugation, and respirometry. *Corerequisite:* Biology 11 or Chemistry 41.

13. Microbiology. **4 hrs.**
A study of microorganisms such as bacteria, lower fungi, and viruses and their ecology, relationships to health, preparation and preservation of foods, use of water, agriculture, and industry. Training in laboratory techniques. A foundation course for students preparing for careers in medicine, medical technology, home economics, and board of health work. *Prerequisite:* Biology 1.

14. Plant Physiology **4 hrs.**
An introduction to the basic principles of plant physiology, emphasizing processes of nutrition, energy conversion, metabolism, growth, reproduction, development, and senescence in higher plants. For each process, regulation by both external and internal environments will be considered. *Prerequisites:* Biology 1, 2 and Chemistry 21, 22 (Chemistry 22 may be taken concurrently) or permission of instructor.

21. Comparative Anatomy. **4 hrs.**
Relationships between the different groups of vertebrates are considered by detailed reference to organs, systems, and total structure. Laboratory involves dissection of several animals selected as types. *Prerequisites:* Biology, 1, 2.

22. Embryology. **4 hrs.**
A study of the production of germ cells, segmentation and development of the embryo, and growth of the principal organs and tissues in typical vertebrates. *Prerequisites:* Biology 1, 2.

23. Histology. **4 hrs.**
A study of animal tissues including a survey of techniques and laboratory practice in selected procedures. *Prerequisites:* Biology 1, 2.

24. Plant Anatomy. **4 hrs.**
A developmental approach to a study of the anatomy of vascular plants including some basics of the plant embryogenesis and morphogenesis. *Prerequisites:* Biology 1, 2.

31. Dendrology. **4 hrs.**
A study of the trees of the North American Continent with emphasis on those of the Eastern Deciduous Forest, including systematic identification and economic importance of the species. A general introduction to forest ecology and basic silvical practices is also included. *Prerequisites:* Biology 1, 2.

32. Ecology. **4 hrs.**
A study of the relationships of plants and animals to their environment. The concepts of energy flow, ecosystems, communities, and population ecology (including man) will be discussed. Assigned readings and discussion of original source materials. Lectures, laboratories and field trips. *Prerequisites:* Biology 1, 2 and Chemistry 1.

33. Field Biology. **3 hrs.**
A series of summer course offerings which will deal with biological concepts which can be treated effectively only by intensive field study. As topics will change from year to year, this course may be taken more than once with the approval of the professor and the head of the Biology Department. *Prerequisite:* Permission of the instructor.

34. Field Botany. **4 hrs.**
Principles of taxonomy. Identification and classification of higher plants, emphasizing those of West Virginia, and including treatment of geographical distribution, cytogenetics, economic significance, etc. Field trips. *Prerequisites:* Biology 1, 2.

35. Parasitology. **4 hrs.**
A study of the morphology, life history, epidemiology, and pathogenicity of animal parasites affecting man and animals. Laboratory and lectures. *Prerequisites:* Biology 1, 2.

36. Vertebrate Zoology. **4 hrs.**
A study of the evolution, adaptations, and natural history of the vertebrates. Lectures, laboratories and field trips. *Prerequisites:* Biology 1, 2.

41, 42. Seminar. **Each 1 hr.**
Biological subjects read and discussed. Papers presented by members of the class on biological topics of interest. Current biological literature is especially considered.

51, 52. Individual Studies in Biology. Each 1-2 hrs. Directed readings and/or special projects in specialized areas of the field. Designed to give students an opportunity to pursue particular areas of interest. Open to selected junior and senior students by approval of the professor concerned and head of Biology Department.

53. Independent Study in Immunology 2 hrs. A study outline is provided for readings on topics including antigen, antibody, complement, immune systems, recognition of self, allergic responses. *Prerequisites:* Biology 1, 13; Chemistry 1, 2 or 5, 6.

Business

Ruhlow, Berisford, Clemens, Craig, Drubel, Gum, Kupcinski, Wallace

Education for a career in the business world must provide students with the intellectual competence to become successful, responsible, and creative business leaders. To this end the faculty seeks to develop in students both a thorough understanding of the diverse operational problems involved in a business world of changing dimensions, and insights into their solutions.

In an attempt to master the more specialized aspects of business, students are encouraged to explore social and other cultural values. The exacting demands which face these executives require that they possess more than a high degree of professional competence. They must have a broad grasp of general business fundamentals and a full awareness of the economic, social, and human forces which form the background against which their business careers will be pursued. The curriculum is formulated upon the realization that an effective career in business leadership must be based upon a broad cultural foundation.

The courses offered meet the needs of those intending to enter one of the fields of business, pursue graduate study, or teach business.

Requirement for Major:

Six areas of concentration are possible for majors in this department: Accounting, General Business, Management, Marketing, Office Administration, and Business Education. Psychology 5 (Business and Industrial Psychology) may be credited toward this major.

1. A concentration in Accounting consists of 54 hours, including Business 1, 3, 5, 13, 14, 21, 22, 23, 24, 25, 26, 27, 29, 32, 60, 70; Economics 60; plus 3 hours of electives in Business.
2. A concentration in General Business consists of 39 hours including Business 1, 3, 13, 14, 21, 22, 60, 70; plus 3 hours of upper-level Accounting; Economics 60; plus 9 hours of electives in Business chosen with permission of the department.
3. A concentration in Management consists of 48 hours, including Business 1, 3, 5, 13, 14, 21, 22, 60, 61, 62, 65, 67, 70; plus 6 hours of electives in Business; Economics 60.
4. A concentration in Marketing consists of 48 hours, including Business 1, 3, 13, 14, 21, 22, 60, 61, 70, 72, 73, 77, 78; plus 6 hours of electives in Business; Economics 60.
5. A concentration in Office Administration consists of 45 hours, including Business 1, 12, 13, 14, 21, 22, 40, 49, 50, 56, 60, 62; plus 12 hours of electives in Business; Economics 10 and 11 strongly recommended.
6. A concentration in Business Education consists of three choices of certificates for secondary school teaching. The specific requirements and the minimum standards for each may be found under Teacher Education Programs.

Requirement for Minor:

15 semester hours, including Business 21 and 22.

1. Quantitative Analysis I. 3 hrs. A review of fundamental mathematical operations and an introduction to business calculations including such topics as interest, discount, depreciation, ratios, and basic statistics such as averages and measures of central tendency. *Prerequisite:* High School Algebra or equivalent.

3. Quantitative Analysis II. 3 hrs. A study of analysis of business and economic data including statistical inference, regression, correlation,

time series, and index numbers. Additional information is presented on basic probability theory and probability distributions and their relation to quantitative decision making. *Prerequisite:* Business 1.

5. Quantitative Analysis III. **3 hrs.**
A study of the applications of various mathematical techniques to the solution of modern business problems. Topics include: decision tables, linear programming, inventory models, PERT, and game theory. *Prerequisite:* Business 3.

9. Retail Merchandising. **3 hrs.**
An in-depth look at the structures and functions of retailing. The focus is on how the retail manager plans, organizes, directs, and controls his operation.

10. General Insurance. **3 hrs.**
Introduction to principles underlying all forms of insurance. Theory of risk and its application to insurance. *Not open to freshmen.*

11. Economics of Consumption. **3 hrs.**
Special emphasis on practical aspects of consumerism, dealing with merchandise values, labels, advertising, installment purchasing, insurance, rent, home ownership, and consumer protection policies. *Not open to freshmen.*

12. Business Communications. **3 hrs.**
Focuses on principles and techniques involved in organizing ideas, writing effective business letters, and presenting reports, both oral and typewritten. *Prerequisite:* Junior or Senior standing.

13. Business Law I. **3 hrs.**
A general survey of law, emphasizing commercial law but covering also other legal subjects like divorce, torts and criminal law. *Prerequisite:* Junior or Senior standing.

14. Business Law iI. **3 hrs.**
Continuation of Business Law I with emphasis on commercial contracts and the Uniform Commercial code. *Prerequisite:* Business 13.

21. Principles of Accounting I. **3 hrs.**
Introduction to the fundamental principles involving business transactions necessary for financial reporting.

22. Principles of Accounting II. **3 hrs.**
Continuation of Principles of Accounting I with additional material on internal reports, taxes, and financial statement analysis. *Prerequisite:* Business 21.

23. Intermediate Accounting I. **3 hrs.**
A study of the accounting statements and the limitations involved in their preparation. Emphasis is on accounting theory and concepts and on analysis of the problems that arise in applying these concepts to financial accounting. Alternate views to the generally accepted position are explored and evaluated. *Prerequisite:* Business 22.

24. Intermediate Accounting II. **3 hrs.**
Continued emphasis on accounting concepts; on conflicts and limitations that exist within the traditional structure of accounting theory. Attention is focused on the use of accounting information as a basis for decision-making of management, stockholders, creditors, and other users of financial statements and accounting reports. *Prerequisite:* Business 23.

25. Cost Accounting I. **3 hrs.**
Emphasis is placed on the cost data accumulation methods used in a job order and in a process cost system. *Prerequisite:* Business 22.

26. Cost Accounting II. **3 hrs.**
Emphasis is placed on controlling costs through budgeting and standard cost systems. Detailed attention is given to cost analysis and to profit planning as they relate to decision-making. *Prerequisite:* Business 25.

27. Auditing. **3 hrs.**
Work of accountant in investigating, interpreting, and appraising accounting and related records. *Prerequisite:* Business 25.

29. Income Tax Accounting. **3 hrs.**
A study of income tax law as it applies to the individual, partnership, and corporation. Emphasis is on the preparation of individual returns and the understanding of how to research the answer to a tax question using standard tax research aids. *Prerequisite:* Business 22.

32. Advanced Accounting. 3 hrs.
A study of partnerships, special sales procedures, consolidations, fiduciaries, and fund accounting. Emphasis is on the consolidation of corporate holdings given various complex situations. *Prerequisite:* Business 24.

40. Office Machines. 2 hrs.
Operating rotary and electronic calculators in conjunction with problem-solving. *Prerequisite:* Business 1.

43. Shorthand I. 3 hrs.
Introduction to theory and practice of the technique of Gregg Shorthand. Students who have had one year of shorthand may not take this course for credit.

44. Shorthand I. 3 hrs.
A continuation of Shorthand 43 with emphasis on dictation speed and transcription skill development. *Prerequisite:* Business 43 or one year of high school shorthand.

45. Shorthand II. 3 hrs.
Dictation and transcription with emphasis on speed building and production of accurate and attractive transcripts. *Prerequisite:* Business 44 or two years of high school shorthand.

46. Shorthand II. 3 hrs.
A continuation of Shorthand 45 with specialization in executive, medical, or legal shorthand terminology. *Prerequisite:* Business 45.

47. Typewriting I. 2 hrs.
Introduction to development of skills that lead to efficient typewriting. Students who have had one year of typewriting may not take this course for credit.

48. Typewriting I. 2 hrs.
A continuation of Typewriting 47 with emphasis on development of speed and accuracy in preparing letters, manuscripts, and statistical reports. *Prerequisite:* Business 47 or one year of high school typewriting or the equivalent.

49. Typewriting II. 2 hrs.
Emphasis on modern typewriting techniques and the development of speed and accuracy. *Prerequisite:* Business 48 or two years of high school typewriting.

50. Typewriting II. 2 hrs.
Continuation of Typewriting 49. *Prerequisite:* Business 49.

56. Secretarial and Office Practice. 3 hrs.
Designed to develop proficiency in office procedures. *Prerequisites:* Business 40, 49.

60. Principles of Management. 3 hrs.
The fundamentals of management underlying the organization and operation of business firms; governmental regulations of business practices. *Not open to freshmen.*

61. Managerial Accounting. 3 hrs.
A survey of accounting methods from the viewpoint of management; income measurement; analysis of and interpretation of accounting data; internal reports. Emphasis on how accounting information can be used as a guide in making decisions. *Prerequisite:* Business 22.

62. Personnel Management. 3 hrs.
Personnel problems of operating management. Policy decisions and practices involving selection, recruitment, training, job analysis and evaluation, work load, motivation, remuneration, morale, discipline, personnel appraisals, management development, and other areas. *Prerequisite:* Business 60.

65. Labor-Management Problems. 3 hrs.
Provides the student with an understanding of the importance of organized labor in today's economy. Labor legislation, organization, history, collective bargaining, and the future of the labor management movement are some of the topics emphasized. *Prerequisite:* Business 60.

67. Corporation Finance. 3 hrs.
The legal forms of business organization, emphasizing the role of the corporation through a study of its structure in the areas of sources and applications of funds, decision-making, financial instruments, capitalization, and regulation by government. *Prerequisite:* Business 22.

70. Principles of Marketing. 3 hrs.
Explores the role and importance of marketing in the business firm and the American economy. Emphasis

is on target marketing determination and the interrelationship of customer statisfaction and company profits. *Prerequisite:* Economics 11.

72. Salesmanship. **3 hrs.**
Introduction to selling viewed from principles and practices, management, policy formulation, the selling process, selecting personnel and training.

73. Advertising. **3 hrs.**
The place of advertising in business; introduction to the chief forms of advertising; principles of analysis; layout, copy writing, and criticism; preparation of advertisements for various media; methods of measuring effectiveness of advertising. *Prerequisite:* Business 70.

77. Advanced Marketing Management. **3 hrs.**
Case studies, simulation techniques, and field studies are three of the methods which may be used to aid the student in learning to identify business problems of a market nature and develop strategic marketing plans to solve them. The market areas of pricing, promotion, distribution, and product line explored. *Prerequisite:* Business 70.

78. Issues of Marketing. **3 hrs.**
Provides students with an in-depth analysis of current situations affecting marketing managers. Such topics as social responsibility, marketing non-profit institutions, evaluating advertising effectiveness, marketing research, developing marketing information systems, and consumerism are studied. Specific attention is given to developing the written and verbal communication skills of the students. *Prerequisite:* Business 77.

89. Seminar in Business. **1-3 hrs.**
Applying the knowledge acquired in Business courses in analyzing and solving specific problems. *Prerequisite:* Senior standing and a minimum of 18 hours of Business courses.

A.A. Degree — Secretarial Science

The secretarial studies program leads to an A.A. degree which can be completed in two years (consisting of a minimum of 64 hours), or the courses may be applied toward the B.S. degree in the four-year program in business education or office administration. Students must complete 32 hours in residence excluding credit by examination and/or advanced placement. There are three fields of specialization: Executive Secretary, Legal Secretary, and Medical Secretary.

The following courses are required for students who wish to qualify for management level secretarial positions:

Humanities 1	3
English 1	3
Accounting 21-22	6
Shorthand 43-44	6
Typewriting 47-48	4
Quantitative Analysis 1	3
Religion or Philosophy	3
Economics 10	3
Psychology 1 or Social Science 1	3-4
Business Law 13	3
Shorthand 45-46	6
Typewriting 49-50	4
Office Machines 40	2
Secretarial and Office Practice 56	3
Business Communications 12	3
Physical Education	2
Electives	6-7

Electives — 6 hours: For students who wish the Medical Field of specialization, electives should include Biology, 7 hours; for students who wish the Legal Field of specialization, electives should include 3 additional hours of Business Law and 3 hours of American Government.

Shorthand 45 and 46 include two laboratory sessions per week in which students may work on specialized dictation and transcription of executive, legal, or medical terminology and material.

Students who enter the program with shorthand-typewriting backgrounds may have as many as 10 additional hours for electives. Students are encouraged to take Speech 2 as one of these electives.

A. A. Degree — Mine Management

This associate degree program is designed to prepare persons for management responsibilities in the mining industry. It combines course work in residence at

Wesleyan with specialized training and contract studies in field experience. The following courses constitute the curriculum for the degree:

English Composition	3
College Algebra	3
Accounting 21-22	6
Principles of Economics I (recommended)	3
West Virginia: Mining State (recommended)	3
Philosophy or Religion	3
Geology	3
Coal Science	6
Business Communications	3
Personnel Management	3
Labor-Management Problems	3
General Mining (WVU Extension)	9
Contract Studies	13-14
Drafting (recommended)	3
minimum hours required	64

Proficiency in Composition and Algebra should be established early in the course of study. The Algebra course may be replaced by an elective if the student has satisfactory background in this area.

Chemistry

Capstack, Hamner, Holloway, Richter, Wolfe

The Chemistry Department provides a background of chemical science to meet the needs of a variety of students pursuing a variety of careers. The introductory and general courses are general studies courses in science suitable for any student; these and other courses are utilized to provide the chemistry needed for degree programs dependent on chemistry. Two degree programs are offered in chemistry. The department prepares students to enter professional schools in such areas as medicine and dentistry; it prepares chemists to enter the chemical profession directly or to attend graduate school; and it trains chemistry teachers. Three years of high school mathematics and high school chemistry are recommended prerequisites for elementary courses.

Requirement for a Bachelor of Science Major:

40 semester hours of chemistry including 1, 2, 21, 22, 25, 26, 27, 28, 45, 46, 50, 63; two credit hours of laboratory at the senior level; German 1, 2, 11, 21; and Physical Science 11, 12.

Requirement for a Bachelor of Arts Major:

24 semester hours including 1, 2, 21, 22, 25, 27, 63.

Requirement for Minor:

15 semester hours including 1, 2.

1, 2. Introductory Chemistry. **Each 4 hrs.**
An introduction to the language and general principles of chemistry designed to form a sound foundation for the student interested in the natural sciences and/or pursuing additional courses in chemistry. Consists of lectures and laboratory.

5, 6. General Chemistry. **Each 4 hrs.**
A terminal course in general chemistry designed to meet the needs of students pursuing degrees in fields other than in the natural sciences. Consists of lectures and laboratory.

21, 22. Organic Chemistry. **Each 4 hrs.**
Theory and practice of organic chemistry, including qualitative organic analysis. *Prerequisites:* Chemistry 1, 2.

25, 26. Intermediate Chemistry. **Each 2 hrs.**
Theories of chemical syntheses and equilibria including calculations, errors, and analyses by both classical and instrumental methods. *Prerequisite:* Chemistry 2.

27, 28. Intermediate Chemistry Lab. **Each 2 hrs.**
Laboratory course to include preparation of chemical compounds and qualitative and quantitative analysis by volumetric, gravimetric, and instrumental methods. *Prerequisite:* Chemistry 2. *Corequisite:* Chemistry 25, 26.

41. Biochemistry. **3 hrs.**
A study of the properties and reactions of compounds of importance in living organisms and a survey of the process of intermediary metabolism. *Prerequisites:* Chemistry 21, 22.

45, 46. Physical Chemistry. **Each 3 hrs.**
An introduction to the physical laws of chemistry and their application to chemical systems. *Prerequisites:* Chemistry 2; Mathematics and Computer Science 21; Physics 12.

50. Instrumental Analysis. **2 hrs.**
A study of the principles and techniques for the commonly used methods of instrumental analysis. *Prerequisites:* Chemistry 22, 26, 46.

53, 54. Advanced Chemistry. **Each 2 hrs.**
Concepts and theories of chemical structure and their relationships to chemical and physical properties. *Prerequisites:* Chemistry 22, 26, 28, 46.

55, 56. Advanced Chemistry Lab. **Each 1 hr.**
Laboratory application of the theories discussed in advanced chemistry courses. *Prerequisites:* Chemistry 22, 28, 46.

61. Special Topics in Chemistry. **1-2 hrs.**
The study of selected areas of chemistry pursued by the student independently with the guidance of a faculty member. Open to highly qualified junior and senior chemistry majors who obtain formal departmental approval.

62. Research. **Variable credit**
Reading and laboratory work on an original problem and report thereon. Open to *selected* seniors who have completed creditably at least three years of Chemistry.

63. Seminar. **Each 1 hr.**
For advanced students in chemistry and physics.

Christian Education

Carr, P. Coston, Wilmoth

A major in Christian Education is designed to prepare students for graduate study and for full-time Christian vocations in various specialized ministries in, or related to, the Church. Students may elect to combine a minor in Christian Education with studies in Education or Sociology, leading to careers which combine such related emphases.

Requirement for Major:

25 semester hours, comprising courses 1, 2, 21, 22, 31, 32, 41, 42, 43 supplemented by studies in Religion and Philosophy.

Requirement for Minor:

15 semester hours, beginning with courses 1 and 2.

1, 2. Introduction to Christian Education. **Each 3 hrs.**
An introduction to the field of Christian Education: a survey of vocational opportunities related to Christian Education and ministry, study of current developments in the field, and the role of the professional related to the program of the church. Second Semester: a study of foundations and methods of Christian Education.

21. Leadership. **3 hrs.**
A survey of new understandings in leadership and group dynamics. Detailed attention to the Church's program for developing leadership and making it effective.

22. The Bible in Christian Education. **3 hrs.**
The significance of the Bible for nurture in the church, in relation to the capacities and needs of all age groups.

31. Principles and Methods of Christian Education. **3 hrs.**
The basic principles and methods of Christian Education, as studied and experienced in supervised situations, in various phases of the educational work of the church. *Prerequisite:* Educ. 4.

32. Worship. **3 hrs.**
The nature and function of worship in adaptations for various age groups. The place of music, art, ritual and symbolism in worship.

41, 42. Directed Field Work. **Each 3 hrs.**
Supervised teaching and leadership experiences in a variety of church programs for all age groups: church school administration, organization and teaching; leadership education; kindergarten curriculum; vacation church and community schools; and specialized programs such as camping and drama.

43. Senior Seminar. **1 hr.**
Comprehensive review of the Christian Education curriculum, with focus on specific problems.

51, 52, 53, 54. The Christian Ministry. Each 2 hrs.
Study and guided experiences in the modern role of the minister as preacher, pastor, priest, teacher, administrator and community figure. Open to student pastors and Christian vocations students.

55. Christian Education Seminar. 1-3 hrs.
Investigation of selected problems, current trends and creative developments in Christian Education.

Economics

Bayard, Nair, Young

The courses in economics are designed to provide the student with an adequate understanding of economic principles and problems; to give a good economic background to students interested in business, finance, government, law, teaching and other related fields; and to meet the more specific needs of economics majors.

Requirement for Major:

30 hours including 10, 11, 20, 21, 52, and 60. Majors are required to take, in addition, one semester of statistics; however this course will not count toward the 30-hour requirement. Students who plan graduate studies in economics are strongly encouraged to take Mathematics and Computer Science 5, 20, 21, and 34.

Requirement for Minor:

15 semester hours in Economics including 10 and 11.

1. Economic Geography. 3 hrs.
An introductory study of the physical, cultural and economic elements of the geographical environment. Emphasis is placed on regional description, geographical distribution of resources and industries, world production of commodities, world trade and transportation.

2. Economics of Environment, Energy and Resources. 3 hrs.
Economic analysis of current problems related to environment, energy and resources. Topics include growth-oriented economy, depletion of non-renewable resources, accelerating technological change, population growth and externalities. Public policy toward preserving and improving the environment while providing adequate supplies of energy and resources is also examined.

3. Urban-Rural Economics of West Virginia and Region VII. 3 hrs.
Relationships between rural and urban areas of West Virginia are examined within a developmental context incorporating inter-disciplinary views drawn from sociology, anthropology and political science. This course examines recent trends in population, economic growth, coal industry, employment, environment, resource-availabilities, industrialization, monetary structure, fiscal policies, and state's growth prospects. Attention given to Upshur County economy.

10, 11. Principles of Economics. Each 3 hrs.
A general introduction to economics. Particular attention is given to the nature and scope of both macroeconomics and microeconomics, the use of basic tools of economic analysis, the study of simple theoretical models and the examination of major economic problems and policies. (With the consent of the instructor, 11 may be taken before 10.)

20. Macroeconomics I. 3 hrs.
A study of modern income and employment theory. Analysis of the determinants of such aggregate economic magnitudes as national income, employment, price level, etc. *Prerequisites:* Economics 10, 11.

21. Microeconomics I. 3 hrs.
A theoretical analysis of the principles of pricing in commodity markets under different market structures such as perfect competition, monopoly, monopolistic competition and oligopoly. Examination of utility, demand, production, cost, and supply functions. *Prerequisites:* Economics 10, 11.

30. Macroeconomics II. 3 hrs.
Further topics in income and employment theory. Extension of models developed in Macroeconomics I to include the goods and money markets. Fiscal, monetary and incomes policies. Business cycle theory. *Prerequisite:* Economics 20.

31. Microeconomics II. 3 hrs.
A study of pricing and employment of resources under conditions of perfect and imperfect competition. General equilibrium analysis; welfare economics; intertemporal choice and technological change. *Prerequisite:* Economics 21.

40. Mathematical Economics. 3 hrs.
Mathematical formulation of microeconomic and macroeconomic models. This course involves the application of elementary differential and integral calculus and linear algebra to economic analysis. *Prerequisites:* Economics 10, 11; one semester of calculus.

50. Public Finance. 3 hrs.
Outline of the major fiscal systems. Budgets, sources of revenue, expenditures. Problems of assessment, tax collection, public debt. Modern theories and practice of public finance. *Prerequisites:* Economics 10, 11.

51. Comparative Economic Systems. 3 hrs.
A comparative study of major systems of economic organization, of both free enterprise and controlled varieties; laissez faire and mixed capitalism, communism, market socialism, fascism. Emphasis is on theoretical-analytic rather than institutional aspects. *Prerequisites:* Economics 10, 11.

52. History of Economic Thought. 3 hrs.
A study of the development of economic thought from mercantilism to the present. Contributions of great economists to economic analysis and their bearing on current theory and policy are emphasized. *Prerequisites:* Economics 10, 11.

53. Urban and Regional Economics. 3 hrs.
Examination of economic organization of urban and regional areas: location theory, land-use patterns, poverty areas, problems of transportation, housing, urban renewal, education, unemployment, and local public finance; urban and regional growth models. *Prerequisites:* Economics 10, 11.

60. Money and Banking. 3 hrs.
A study of the money and credit aspects of a money economy, especially of the U.S. economy, of monetary theories and of the problems of monetary policy. *Prerequisites:* Economics 10, 11.

70. International Economics. 3 hrs.
An analysis of the various models of international trade theory and of the forces and institutions affecting the economic relations of modern nations. Attention is given to the problems of international movements of goods and productive factors, to the foreign economic policies of the United States, and to world monetary problems. *Prerequisites:* Economics 10, 11.

71. Theory of Economic Growth and Development. 3 hrs.
The major theories of economic growth: Classical, Marxian, Schumpeterian, Keynesian, Domarian. Some simple dynamic models of economic development. Obstacles to and requirements for economic development. Agriculture, industry, foreign trade, population, and other basic problems facing today's less developed countries. Development planning and other development policies. *Prerequisites:* Economics 10, 11.

80. Problems in the World Economy. 3 hrs.
An analysis of the major policy problems currently affecting trade, investment, aid, debt, means of payment and technology relations among nations and groups of nations, with emphasis on U.S. balance of payments, East-West trade, North-South dialogues and the world economic and monetary order. *Prerequisite:* Economics 70.

81. Development in Selected Third World Areas. 3 hrs.
An analytical and normative survey of the particular development process and problems, past and present, of certain less developed countries or areas selected by the teacher-students team. The exploration focuses on the interrelationship of historical, geographical, psycho-sociological, political and economic factors; the institutional change process; and the development and planning models followed. It is also an experience in making growth projections, predictions and policy recommendations. *Prerequisite:* Economics 71.

82. Seminar. 3 hrs.
Intensive study of selected topics and problems. Research papers presented by members of the class. *Prerequisites:* Major or minor in Economics having completed at least 12 hours in the department.

83. Readings in Economics. 3 hrs.
Directed readings on a topic of interest to the student and acceptable to his instructor. Periodic conferences with the instructor. *Prerequisites:* Major or minor in Economics having completed at least 15 hours in the department.

Education

Ivey, Balch, Burgess, J. Carpenter P. Coston, Green, L. Hinkle, R. Moore, McArdle, Newberger, Nickell, Siewert, Wilmoth

Courses offered in Education are designed to help students preparing to teach to acquire the professional understanding and skills necessary for success in teaching, and to meet requirements for certification in West Virginia and other states. West Virginia Wesleyan College attempts to equip prospective teachers with a thorough professional education, ample mastery of the subject matter to be taught, a breadth and richness of liberal culture, and a Christian view of the dignity and worth of human personality.

The program enables students to meet requirements for elementary and secondary certificates in this and other states. The public schools of the area afford opportunities for directed observation and teaching. All students in the field of Education should plan the work of every semester under the direction of the Faculty of Education.

Requirement for Secondary Education Major:

128 semester hour Teacher Education Program including Secondary Education general studies, appropriate teaching field(s), Secondary Education professional education sequence and electives. *(See Teacher Education Program).*

Requirement for Elementary Education Major:

128 semester hour Teacher Education Program including Elementary Education general studies, Elementary Education specialization, Elementary Education professional education sequence, and electives. *(See Teacher Education Program).*

Requirement for Secondary Education Minor:

7-12 or K-12 teaching field meets requirement for minor for Secondary Education major.

Requirement for Elementary Education Minor:

An Education major is not required to have a minor; however two types of optional minors are available, certificate minors, (which are eligible to be recorded as endorsements on an elementary teaching certificate) and noncertificate minors, (which are eligible to be recorded on student college transcripts but not on teaching certificates).

Elementary certificate minors include: Art, Early Education, French, Home Economics, Mathematics, Physical Education, Social Studies, and Special Education (MR).

Elementary noncertificate minors include: Teaching of Reading, Religion, Christian Education, Biology, Business, Chemistry, Economics, English, Government, Health & P.E., History, Library Science, Computer Science, German, Music, Physics, Psychology, Sociology and Anthropology. *(See Teacher Education Program).*

2. Foundations of Education. 3 hrs.
Introductory course in the professional sequence for all who plan to teach. Includes appropriate educational field experience. A study of the philosophical, psychological, sociological, and historical foundations of education.

4. Human Growth and Development. 3 hrs.
A study of the underlying and interrelated factors affecting the total development of the human being. This course is basically concerned with facts and theories of physical and mental development. Includes appropriate educational field experience. *Prerequisites:* Educ. 2, Sophomore standing, and admission to the Teacher Education program.

6. Educational Psychology. 3 hrs.
A study of the underlying and interrelated factors affecting the total development of human beings as complex and dynamic personalities. This course concentrates on learning theories and educational psychology. Includes appropriate educational field

experience. *Prerequisites:* Educ. 2, 4, Sophomore standing, and admission to the Teacher Education program.

10. Media and Technology. **3 hrs.**
Provides experience in developing effective instructional techniques through the use of audio-visual materials. Additional time is required for student participation in laboratories dealing with the operation and utilization of equipment. Selection procedures are explored on a group and individual basis. *Prerequisite:* Educ. 2.

11. The Teaching of Reading. **3 hrs.**
An overview course designed primarily for prospective and in-service teachers. Special attention is given to such aspects of the reading program as readiness, planning the reading lesson, skills identification, diagnosing reading difficulties, remedial reading, and types of reading materials. *Prerequisites:* 3 hrs. of Professional Education, or permission of instructor.

15. Teaching Reading in the Content Areas. **1 or 3 hrs.**
A course designed for elementary, middle and secondary prospective and in-service teachers, to help them understand and teach reading skills directly related to their particular content areas. The course also will facilitate the identification of students who have reading problems and the types of materials which can be used effectively in various content fields will be reviewed. Required of all secondary teachers and elementary majors with a Reading minor. Recommended that Elementary Education majors take Educ. 11 prior to enrollment in this course.

16. Diagnostic and Prescriptive Reading. **3 hrs.**
Examines ways of identifying reading disabilities and their causative factors. Study and practical experience using formal and informal diagnostic procedures are included. Prescriptive techniques and remedial methods are studied. *Prerequisite:* Educ. 11.

17. Developmental, Exploratory and Corrective Reading. **2 hrs.**
A study of the content, methods and procedures for corrective reading including diagnosis and remediation. Emphasis will be placed on student needs and development of materials to meet these needs. *Prerequisites:* Educ. 11, 16.

18. Teaching of Reading Practicum. **1-3 hrs.**
A course designed to give students the opportunity to understand reading methods and use a variety of reading materials and equipment. Students will have practical experience in working with elementary or secondary students usually in a school or reading laboratory setting. *Prerequisite:* Educ. 11.

23. Areas of Exceptionality in Special Education. **3 hrs.**
A guided survey of the areas of exceptionality in the field of Special Education, namely: emotionally disturbed, physically handicapped, speech and language, visually impaired, hearing impaired, mentally retarded, gifted, and learning disabled.

24. Education of Exceptional Children. **3 hrs.**
A survey of Special Education designed to acquaint the student with the research and issues in the field as well as assessment devices and classroom management techniques. *Prerequisite:* admission to teacher education program.

25. Education of the Mentally Retarded. **3 hrs.**
An in-depth investigation of the field of mental retardation. It analyzes the definition, characteristics, and causes of mental retardation. Emphasis is placed on learning and development, intelligence, specific legislation, programs, and the various social agencies related to the field of mental retardation. *Prerequisites:* Educ. 23, 24.

26. Diagnosis, Prescription and Assessment Techniques. **3 hrs.**
An in-depth investigation of and involvement in the diagnosis, prescriptive and assessment techniques used in teaching the mentally retarded. Emphasis is also accorded the prevention of and treatment for mental retardation. *Prerequisites:* Educ. 23, 24.

27. Curricular Approaches, Materials and Methods for the Mentally Retarded. **3 hrs.**
An in-depth investigation designed to acquaint the teacher trainee with those essential curricular approaches, materials and methods utilized in read-

ing, perception, speech and language, spelling and handwriting. *Prerequisites:* Educ. 23, 24.

28. Applied Practicum in Mental Retardation. 3 hrs.
A field-research practicum intended to actively involve the teacher trainee, through analogous and equivalent practice in the application and synthesization of previously learned concepts. *Prerequisites:* Educ. 23, 24.

29. Student Teaching Experience In Mental Retardation. 3 hrs.
A minimum four week full-time student teaching experience in public school setting in a fully certified program with a licensed special education teacher. The experience is designed to provide the teacher trainee with the opportunity to blend theory into practice through the application of those concepts and skills essential in designing instructional approaches for the mentally retarded. *Prerequisites:* 18 semester hours in special education MR; approval of department chairman.

30, 31. Curriculum of Early Education. Each 3 hrs.
Emphasis to be placed on interrelatedness of subject matter areas — language arts, sciences, social studies, safety and health, and the creative arts. The developmental sequence and suggested teaching activities and experiences will be discussed in each area. The first semester will also carry an emphasis on the interrelatedness of early childhood characteristics and the teaching-learning process. Includes field experience in Child Development Center. *Prerequisites:* Educ. 2, 4, 6.

32. Organization and Administration of Early Education. 3 hrs.
Emphasis will be placed upon details essential to the organization of a good program for children — records and reports, physical facilities and equipment, working with exceptional children, and the role of the parent. *Prerequisites:* Educ. 30, 31.

39. Student Teaching in Early Education. 3 hrs.
A minimum four week full-time student teaching experience in public school setting in a fully certified program with a licensed Early Childhood teacher. *Prerequisites:* Educ. 30, 31, 32, Home Ec. 21, Speech 5, and approval of department chairman.

41. General Methods of Teaching in the Elementary School. 5 hrs.
Methods of teaching the language arts, mathematics, and science are emphasized. Emphasis is placed on development of teaching aids, individualization of subject matter, and variety of teaching strategies. *(Elementary School Education Block).*

43. Methods and Materials of Teaching the Social Studies. 2 hrs.
A brief review of the content of the social studies taught in elementary grades correlated with the aims, methods, and devices for teaching this subject matter. *Prerequisites:* Education 2, 4, 6.

45. Curriculum of the Elementary School. 3 hrs.
To orient students to the basic theory related to the development of the curriculum of the elementary school. Units emphasize classroom management, statistics, testing and evaluation, reporting grades and non-promotion, records and register, school law and the elementary schedule. *(Elementary School Education Block).*

49. Student Teaching in the Elementary School. 3-6 hrs.
Teaching in the Elementary School under the supervision of a selected professional teacher. Total involvement in the school program is obtained by all-day assignment to the teaching responsibilities. Observations, reports, preparations of lesson plans, group and private conferences and analysis of child growth and development are stressed. *(Elementary School Education Block).*

60. Special Methods. 2 hrs.
Methods for teaching student's specialized teaching field are examined including basic content areas. Attention is given to lesson and unit planning with selection of appropriate age level materials. *(Secondary School Education Block).*

61. Principles and Methods of Teaching in Secondary Schools. 3 hrs.
A survey of the purposes and problems of secondary education combined with approved management

techniques and teaching methods with emphasis on utilization of audio-visual aids. *(Secondary School Education Block).*

65. Curriculum of the Secondary School. **3 hrs.**
To orient students to the basic theory related to the development of the curriculum of the secondary school. To study the meaning of curriculum; purpose as a basis for developing curriculum; fundamental principles for teaching basic skills with special emphasis on teaching of reading; methods and procedures for organizing teaching-learning situations so that group control is established and maintained, and self-discipline on the part of the individual is fostered. *(Secondary School Education Block).*

66. Measurement and Evaluation. **2 hrs.**
A course to familiarize the student with the various types of measures, and with the body of subject matter related to test construction; to enable the student to construct, administer and evaluate tests in his area of specialization; to acquaint the student with the history and development of testing, measurement and evaluation. *(Secondary School Education Block).*

69. Student Teaching in the Secondary School. **3-6 hrs.**
Teaching in the Secondary School in one or more of the student's teaching fields. Total involvement in the school program is obtained by all-day assignment to the teaching responsibilities. Test examination, observations and reports, preparation of lesson plans, group and private conferences. *(Secondary School Education Block).*

80. Special Topics. **1-3 hrs.**
An examination of a selected topic. Initiated either from the special interest of the department members or in response to contemporary student interest.

81. Seminar. **1-3 hrs.**
Investigation of current problems in education. Open only to advanced students enrolled in the teacher education program.

82. Independent Study. **1-3 hrs.**
Directed readings and/or special projects in specialized areas of education. Open to selected Juniors and Seniors. Approval of professor and Chairman of Department required.

83. Tests and Measurements. **3 hrs.**
An introduction to educational measurement and evaluation. Construction, selection, and use of various types of tests. Interpretation of test results. *Prerequisites:* Educ. 2, 4, 6. Offered in summer only.

84. School Administration and Management. **2 hrs.**
The purpose of this course is to assist prospective and in-service teachers in understanding those relationships and responsibilities which extend beyond their classroom duties and are essential for successful teaching: teachers' relationships to the principal, the school board, the community; faculty relationships; school laws; schedules, programs, reports, salaries, and other statistics. *Prerequisites:* Educ. 2, 4, 6.

85. History of Education. **3 hrs.**
A survey of the history of educational theory and practice. *Prerequisites:* Educ. 2, 4, 6.

86. Guidance in the Public Schools. **3 hrs.**
Designed to familiarize the prospective teacher with methods, procedures, and techniques of guidance at both the elementary and secondary school levels. Individual and group guidance procedures for helping children to meet and solve their problems in the public schools are discussed. *Prerequisites:* Educ. 4, 6.

Teacher Education Programs

The following course of study is West Virginia Wesleyan's Teacher Education program. All entering freshmen after September 1, 1975 expecting to receive college recommendation for a teaching license must meet these requirements prior to graduation. Exceptions cannot be made.

Admission and Retention Policy:

Application for admission to the Teacher Education Program will normally be made while registered in Foundations of Education but no later than the begin-

ning of the sophomore year. Transfers or late applicants must consult with the chairperson of the Department of Education in making application. After initial admission to the Program, (Phase 1), continuous evaluation will take place until student applies for teacher certification, (Phase 6). During the six phases of the candidate selection and retention review, different means will be used to assure that all teacher education students meet the following five criteria:

1) No known physical, mental, moral, or emotional character or personality traits that would prevent the student from becoming an effective teacher,

2) Proven academic ability,

3) Interest and competency in activities relating to the teaching profession,

4) Proven ability in the basic skills of reading, writing and oral expression,

5) Demonstrated competency and scholarship in teaching specializations.

College faculty members may challenge, in writing, the admission and/or retention of a teacher education student based upon any of the above criteria. Eligibility for teacher certification requires:

1) No knowledge of character or personality deficiencies; no unresolved faculty challenges.

2) College graduation and 2.0 overall GPA.

3) Minimum grade of "C" in student teaching, 2.0 GPA in professional education courses and professional education courses attempted at Wesleyan, successful completion of NTE or equivalent, recommendation of Chairperson of Department of Education.

4) Proven ability in basic communication skills, acceptable score on Learning Center Basic Communication Skills Assessment, minimum grade of "C" in freshman English or Advanced Composition and all Speech courses attempted.

5) 2.0 GPA in teaching fields or Elementary Specialization, and in certificate endorsements.

Students may challenge action taken during any phase of the admission and retention program by appearing before an appropriate committee named and constituted by the Vice President for Academic Affairs. Request for such challenge should be submitted in writing to the Chairperson of the Department of Education. Action by such committee will be final.

General Requirements:

The programs of study outlined on the following pages are designed for training elementary and secondary teachers.

Program Requirements:

Completion of either the Elementary Education or the Secondary Education Program leads to the Provisional Professional Teaching certificate. Certificate must be applied for. Both programs require 128 hour minimum for graduation.

Elementary Education 1-6 Program: Minimum hours required:
1) General Studies, 42 hrs. 2) Professional Education, 26 hrs. 3) Elementary Education Specialization (The Elementary teaching field), 59 hrs. 4) Electives, 29 hrs. Total 128 hrs.

1) General Studies, 42 hrs. including: **Humanities**, 20 hr. min.: 8 hrs. Humanities electives, English 1, Speech 2, Philosophy elective, Religion elective; **Science & Math**, 9 hr. min.: Biology or Physical Science and Mathematics 8 or 10; **Social Studies**, 9 hr. min.: History elective, and two Social Science electives; **P.E. and Health**, 4 hr. min.: General P.E. and Health 55.

2) Professional Education, 26 hrs., including: Educ. 2, 4, 6, 23, 41, 45, 49.

3) Elementary Education Specialization, 59 hrs.: Art 7, Physical Education 38, 52, 55, Educ. 11, 16, 17, Library Science 3, Mathematics 8, 10, Music 18, 19, Physical Science 3, 4, two Science electives, History 22, Social Science 3, Sociology 1, Educ. 43, Econ. 1.

4) Electives: Enough to bring total to 128 hours.

Note: Some of the Elementary Education requirements are overlapping, thereby allowing as many as 29 hours of the 128 total for electives. Students are urged to work closely with their advisors in planning schedules.

Secondary Education 7-12 Program: Minimum hours required: I. General Studies, 42 hrs. II. Professional Education, 24-26 hrs. III. Teaching Field(s), varies. IV. Electives, varies.

I. General Studies, 42 hrs. including: **Humanities**, 20 hrs. min.: 8 hours Humanities electives, English 1, Speech 2, Religion elective, Philosophy

elective; **Science and Math** 9 hrs. min.: Biology, Chemistry, or Physical Science sequence and Mathematics 10, 13, 8 or 20; **Social Studies**, 9 hr. min.: History elective and two electives from Economics, Government, Anthropology, Sociology or Psychology; **P.E. and Health**, 4 hr. min.: General P.E. and Health 50 or 55.

II. Professional Education, 24-26 hrs., including: Education 2, 4, 6, 15, 61, 65, 66, 69.

III. Teaching Fields: Two single teaching fields required, one from 7-12 or K-12. Only one comprehensive teaching field required.

IV. Electives: Enough hours to bring total to 128 hours.

Certification Requirements

Each student must make formal application for a Teacher's Certificate on forms supplied by the State Department of Education in the state where certification is desired. It is recommended that all successful teacher education students apply for West Virginia certification immediately upon graduation. Allow 8 to 10 weeks for processing of your application. For best service, submit application for certification through Registrar's office.

The National Teachers Examination (NTE) is required of all seniors in teacher education and must be taken when scheduled.

Endorsements to the Elementary Teaching Certificate, grades 1-6 may be earned in the following fields: Art 4-8, Early Education, N-K, French 4-8, Home Economics 4-8, Mathematics 4-8, Physical Education 4-8, Special Education (MR) K-12.

Endorsements to the Secondary Teaching Certificate, grades 7-12 may be earned in 7-12 single teaching fields, K-12 single teaching fields except Special Education (MR), 7-9 single teaching fields, 7-12 comprehensive teaching fields, and K-12 comprehensive teaching fields. Except in the case of a comprehensive teaching field, two teaching fields are required and only one of them may be a 7-9 field.

Elementary Education Minors

All elementary education certification endorsement programs are available as college minors for Elementary Education majors, as well as all college academic minors. Even though the minor is not required of an Elementary Education major, it may enhance employment opportunities. Two kinds of minors are available:

I. Elementary Certificate Minors:

ART 4-8 — Art 2, 3, 5, 8, 9, 23, 24, 30 (25 hours total)

EARLY EDUCATION N-K — Home Ec. 21; Educ. 30, 31, 32, 39; Speech 5 (18 hours total)

FRENCH 4-8 — French 1, 2, 10, 11, 20, 21 (18 hours total)

HOME ECONOMICS 4-8 — Home Ec. 20, 21, 30, 31, 40, 41, 45, 52, 53; Educ. 81 (27 hours total)

MATHEMATICS 4-8 — Math 8, 10, 13, 20, 25, 45; Ed. 60 (21 hours total)

PHYSICAL EDUCATION 4-8 — P.E. 1 (swimming), P.E. 1 (tumbling-gymnastics), P.E. 12, 20, 31, 32, 33, 34, 38, 52 (28 hours total)

SPECIAL EDUCATION, MENTAL RETARDATION K-12 — Educ. 23, 24, 25, 26, 27, 28, 29 (21 hours total)

II. Elementary Noncertificate Minors

TEACHING OF READING K-12 — Educ. 11, 15, 16, 17, 18; Lib. Sci. 3 (15 hours total)

OTHER ACADEMIC MINORS LISTED ELSEWHERE IN CATALOG.

Secondary Teaching Fields

One comprehensive or two single teaching fields, one from 7-12 or K-12, not including Special Education K-12, required. Comprehensive Teaching Fields (only one comprehensive teaching field required).

Comprehensive 7-12

BUSINESS EDUCATION 7-12 — Bus. 1, 13, 14, 21, 22, 40, 45, 46, 49 50, 56, 60, 70; Eco. 10, 11, 60; Ed. 60; Business elective (49 hours total)

VOCATIONAL HOME ECONOMICS 7-12 — Home Ec. 1, 2, 20, 21, 30, 31, 32, 33, 40, 41, 45, 50, 51, 52, 53, 54, 56; Business 11; Sociology 25; Education 60 (52 hours total)

SOCIAL STUDIES 7-12 — Eco. 1, 10, 11; Gov. 1, 2; Hist. 1, 2, 8, 21, 22, 41; Psy. 1, 6; Soc. 1, 2; Ed. 60; six hours Social Science electives (53 hours total)

Comprehensive K-12

ART K-12 — Art 2, 4, 5, 6, 8, 9, 10, 23, 24, 30, 31 plus seven hours electives from Art 1, 3, 12, 14, 15, 18, 19, 21, 22, 25, (42 hours total)

MUSIC K-12 — Music 1, 2, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 20, 21, 22, 26, 27, 28, 41, 42, 49, 51-65 (attainment of level 8, up to 14 hours) Non-Keyboard majors, Piano proficiency Level 2 (up to 3 hrs.) ensemble (4 credits min.) (51 hours total plus attainment Levels)

Single Teaching Fields, (Two single teaching fields required, one from 7-12 or K-12)

Single 7-12

ART 7-12 — Art 2, 4, 5, 8, 9, 10, 23, 24, 31 plus elective (31 hours total)

BUSINESS PRINCIPLES 7-12 — Bus. 1, 13, 14, 21, 22, 40, 49, 50, 56, 70; Eco. 10, 11; Education 60 (35 hours total)

BUSINESS, SECRETARIAL STUDIES 7-12 — Bus. 1, 13, 14, 21, 22, 40, 45, 46, 49; Ed. 60; Business elective (35 hours total)

ENGLISH 7-12 — Eng. 1, 11, 13, 14, 15, 16, 17, 18, 21 or 22 or 23, 32 or 33; Ed. 60; Speech 2; Eng. elective (37 hours total)

FRENCH 7-12 — French 1, 2, 10, 11, 20, 21, 30, 31, 40 (6 hrs.); Ed. 60 (32 hours total)

MATHEMATICS 7-12 — Mathematics 5, 20, 21, 25, 34, 40, 45, 46, 48, 49; Ed. 60 (34 hours total)

PHYSICAL EDUCATION 7-12 — P.E. 1 (swimming), P.E. 1 (tumbling-gymnastics), P.E. 12, 14, 20, 24, 31, 32, 33, 34, 39; Health 52, 55 (34 hours total plus swimming proficiency)

SCIENCE, BIOLOGY 7-12 — Bio. 1, 2; Ed. 60, (10 hours) plus 16 hours from Bio. 3, 4, 9, 10, 11, 13, 14, 21, 22, 23, 24, 31, 32, 33, 34, 35, 36, 41, 42, 51, 52 (26 hours total)

SCIENCE, CHEMISTRY 7-12 — Chem. 1, 2, 21, 22, 25, 27, 45, 46; Ed. 60 (28 hours total)

SCIENCE, GENERAL SCIENCE 7-12 — Bio. 1, 2; Chem. 1, 2; Phy. Sci. 7, 11, 12, 43; Ed. 60 (32 hours total)

SCIENCE, PHYSICS 7-12 — Physics 11, 12, 21, 22, 23, 24, 31, 35, 36; Ed. 60 (27 hours total)

Single K-12

HEALTH EDUCATION K-12 — P.E. 10, 12; Health 50, 52, 55, 57, 58 for 1st teaching field; Bio. 1 or 8; Home Ec. 20; Psych. 3 (27 hours total)

PHYSICAL EDUCATION K-12 — P.E. 1 (swimming), P.E. 1 (tumbling-gymnastics), P.E. 10, 12, 14, 20, 24, 26, 31, 32, 33, 34, 38, 39, 52, 55 (43 hours total plus swimming proficiency)

SCHOOL LIBRARY MEDIA K-12 — Lib. Sci. 1, 3, 7, 8, 11, 12, 21, 22 31, 32; Ed. 10 (30 hours total)

Single 7-9

FRENCH 7-9 — French 1, 2, 10, 11, 20, 21, plus 6 hours electives (24 hours total)

HOME ECONOMICS 7-9 — Home Ec. 2, 20, 21, 30, 31, 40, 41, 45, 52, 53 (28 hours total)

MATHEMATICS 7-9 — Mathematics 8, 10, 13, 20, 21, 25, 45; Ed. 60 (25 hours total)

PHYSICAL EDUCATION 7-9 — P.E. 1 (swimming), P.E. 1 (tumbling-gymnastics), P.E. 12, 20, 31, 32, 33, 34, 39, 52 (27 hours total plus swimming proficiency)

Secondary Minors available that do not comprise teaching fields:

TEACHING OF READING K-12 — Educ. 11, 15, 16, 17, 18; Lib. Sci. 3 (15 hours total)

Other academic minors listed elsewhere in catalog.

Master of Arts in Teaching Programs

The M.A.T. degree is available for elementary teachers with a major emphasis in classroom teaching and for secondary teachers with a major emphasis in

classroom teaching in one of the following areas: Art, Business, English, Health Education, Home Economics, Mathematics, Music, Physical Education, Science (Biology, Chemistry, General Science, or Physics), and Speech Communication and Dramatic Arts.

Admission:

Admission to graduate courses: Any student in possession of an earned bachelor's degree may register for graduate course work in the program.

Admission to candidacy: The Graduate Committee considers applications for admission to candidacy made through the Admissions Office based upon submission of the following credentials:

1) Valid teaching certificate in the area of major emphasis.
2) Miller's Analogy results.
3) Undergraduate G.P.A.
4) Official undergraduate and graduate transcripts.
5) Application for Admission to candidacy.
6) Degree Plan.

Academic Regulations:

1) No more than 12 hours ("B" or above) of applicable graduate credit may be accepted upon admission to candidacy, including transfer and Wesleyan credit.

2) A minimum of 3.0 ("B" average) is required for graduate students. Grades below "C" may not be counted toward the degree.

3) A student not admitted to candidacy based upon a review of the required credentials may reapply after completion of 9 to 12 successful hours of Wesleyan graduate credit with grades of "B" or better.

4) If a graduate student falls below a 3.0 ("B" average) in the areas of Professional Development, Major Emphasis or overall graduate course work, he/she will lose status as a degree candidate.

5) A student who has been removed from candidacy for any reason may apply for candidacy after two consecutive semesters or one full summer.

Advisors:

Each person admitted to the program will be assigned an advisor in the Department of Education. Admission to the program implies admission to Plan I. Admission to Plan II requires acceptance of a proposal after completion of Educ. 500 and Educ. 501.

Graduation Requirements:

Plan I — minimum of 33 hours

1. Professional Development ..... 9 hours
*2. Major Emphasis ..... 15 hours
*3. Electives or Thesis and Elective 9 hours
4. One year of satisfactory teaching experience
5. Intent to graduate filed one semester prior to graduation

Plan II — minimum of 33 hours

1. Professional Development ..... 9 hours
*2. Field Project ..... 6-12 hours
*3. Thesis or creative project ..... 3-6 hours
*4. Sufficient credits of course work to total ..... 33 hours
5. Intent to graduate filed one semester prior to graduation

Professional Development (9 hours Plan I and II)

1) Curriculum Development ..... 3 hours
2) Analysis of Teaching ..... 3 hours
3) Educational Research ..... 3 hours

Major Emphasis (15 hours in Plan I; varies in Plan II)

1. Elementary Teachers emphasis in Classroom Teaching
   A. Prescriptive Reading ..... 3 hours
   B. Teaching Elementary School Science ..... 3 hours
   C. Teaching Elementary School Mathematics ..... 3 hours
   *D. Electives from academic courses 6 hours
*2. Secondary Teachers emphasis in Classroom Teaching 15 hours from one of the following areas:
   A. Art
   B. Biology
   C. Business
   D. Chemistry

*advisor's approval required

E. English
F. Home Economics
G. Social Studies
H. Mathematics
I. Music
J. Physical Science
K. Speech Communication and Dramatic Arts
L. Health and Physical Education

Electives (9 hours in Plan I; varies in Plan II)

*1. Education courses
or
*2. In addition to Education electives, upper level electives may be chosen from the following areas as long as only one course is taken in each area and they are not in the Major Emphasis:

A. Computer Science
B. Accounting
C. Philosophy
D. Psychology
E. Religion
F. Sociology
G. Economics
H. Government

***Thesis (6 hours)**

***Field Project (6 hours each semester for a total of 12 hours)**

***Creative Project (3 hours)**

Master of Arts in Teaching with an Emphasis in Conducting (33 hr. min.)

The program is designed to enlarge and deepen the ability of the individual student in terms of deciding upon music to perform, preparing music himself in relation to structure and style, rehearsing the music with the group involved so that the process is one of growth for both the students and the conductor, and finally a performance which is of a high quality. A placement exam will be administered at the beginning of the student's matriculation. Curriculum includes Educ. 500, 501, 502, and the following Music courses taken at the graduate level: Music 70, 71, 72, 73, 74, 75, 76, 77. (See Music Department listings.)

*advisor's approval required

Graduate Courses

Undergraduate courses approved by advisor and accompanied by a graduate project supervised by the Department of Education may be taken for graduate credit. Grade of incomplete will be recorded for the course until graduate project director records the satisfactory completion of the graduate project.

500. Curriculum Development. 3 hrs.
Provides the experienced teacher with an opportunity to develop and analyze short and long term curriculum plans utilizing current learning theories, and patterns of curriculum organization.

501. Educational Research. 3 hrs.
Explains various theories involved in scientific method and the research techniques employed in educational investigations.

502. Analysis Of Teaching. 3 hrs.
Provides experienced teachers an opportunity for investigating and analyzing roles, styles, strategies, methods, and models of teaching.

510. Prescriptive Reading. 3 hrs.
Acquaints the student with methods, materials, and research related to techniques of teaching reading, diagnosing problems and developing prescriptive techniques.

511. Teaching Elementary School Mathematics. 3 hrs.
Presents content, methodology and instructional materials for a contemporary elementary school mathematics program. Stresses use of learning theories and deals with motivation, readiness, evaluation, and individual differences in selecting, organizing, and presenting mathematical content for elementary children.

512. Teaching Elementary School Science. 3 hrs.
Explores the objectives, methods, and instructional emphases of elementary school science. Stresses study and application of various learning theories.

520. Developmental Field Project. 3 hrs.
On the job development of curriculum, teaching methods, and or learning materials. *Prerequisites:* Educ. 501 and approval of graduate committee.

521. Implementation Field Project. 3 hrs.
On the job application of curriculum, teaching methods, and/or learning materials. *Prerequisites:* Educ. 501 and approval of graduate committee.

522. Advanced Developmental Field Project. 3 hrs.
On the job refinement of curriculum, teaching methods, and/or learning materials developed in Educ. 520; or redirection of developmental efforts. Advanced Field Project is considered incomplete until creative project or thesis is completed within a maximum of one year. *Prerequisites:* Educ. 520 and approval of graduate committee.

523. Advanced Implementation Field Project. 3 hrs.
On the job application of refined or redirected developmental efforts. Advanced field project is considered incomplete until creative project or thesis is completed within a maximum of one year. *Prerequisites:* Educ. 521 and approval of graduate committee.

524. Creative Project. 3 hrs.
Ordinarily will involve a proposal, defense, implementation, and summary of results in a presentation suitable for Library shelving containing a combination of several of the following: written report, computerized document, learning center product, audio or visual aids. The project usually will take the form of a detailed documentary of Educ. 523, or refinement and/or expansion of Educ. 522.

525. Thesis. 3 hrs.
Proposal and defense of thesis, including review of the literature. *Prerequisites:* Educ. 501 and approval of graduate committee.

526. Thesis. 3 hrs.
Thesis completed, accepted by thesis committee, and bound for Library files. *Prerequisites:* Educ. 525 and approval of graduate committee.

English

Baldwin, DeFoe, Mallory, O'Brien, Saunders

The Department of English believes that literature should be an integral part of every student's program. In its curriculum listings, the department provides literary experiences suitable to the needs of all students. Central to the program are the "colloquium" and "seminar" concepts where both students and teachers can design courses to meet their mutual needs and interests. Non-majors, as well as majors, are encouraged to participate and will benefit from this flexible program.

The department aims are broadly cultural and are intended for persons who wish contact with the world of experiences, ideas, and human relations. The courses are directed toward the student in liberal arts as well as those interested in graduate school and teaching. Concentration in specialized areas is possible for upperclassmen through a variety of seminars and reading courses which offer close contact with professors.

Requirement for Major:

36 semester hours above basic composition course(s) including the following courses: 13, 14, 15, 16, 31, or 34, 32 or 33, plus any two of the following courses: 17, 18, 21, 22, 23. Dramatic Arts 14 and 15 may be counted toward this major.
Students majoring in English preparing for graduate study should substitute 12 semester hours of a foreign language for 12 semester hours of elective courses in literature.

Requirement for Minor:

15 semester hours above basic composition course(s) including the following courses: 13, 14, 15, 16.

1. Composition. 3 hrs.
A course for students who need practice in the basic skills of grammar and composition. The principles of composition and grammatical construction are explored thoroughly. The student's system of organization and method of composition are developed. *(May be exempted through testing procedures).*

4. Introduction to Creative Writing. 3 hrs.
An introductory course which encourages the student to understand the principles of creative writing and to explore several modes of writing — poetry, fiction, drama. Students consider works by masters of the craft and complete several writing assignments. Also, students submit their own work for review by class members and the instructor. *Prerequisite:* English I.

6, 7, 8. Colloquia I, II, III. Each 2 or 3 hrs.
Exploration of significant themes, ideas, literary types, and major writers, designed for the general student with emphasis on reading critically different genres in literature. Includes such titles as "Poetry," "Epic Poetry," "The Elegy," "The Hero and the Anti-Hero," "Appalachian Folklore," "Introduction to Literature," "Women in Literature," "The Short Story," "Drama," and "History of the English Language." Student suggestions for the design of colloquia are welcomed by the department. *Prerequisite:* Composition I, freshmen and sophomores; juniors and seniors by permission of instructor only.

9. Mass Communications — Journalism. 3 hrs.
A basic introduction to radio, T.V., and the philosophy of communication with major emphasis on print media journalism and its role in American society. The course is designed as a survey to include the development, operation and responsibility of the modern communications media. The course gives the student an awareness of the various phases of journalistic work with practice in the fundamentals.

11. Advanced Composition. 3 hrs.
Advanced study in the English language, its logic, structures, and usage. Practice in the art of composition and its implications in research and report writing are explored thoroughly. *Prerequisite:* English I or permission of the instructor.

12. Creative Writing. 3 hrs.
This is an informal workshop course which enables the student to concentrate on one particular genre and to write extensively in that genre. The course develops expertise in writing and critical ability and provides an audience for the writer's work. *Prerequisite:* English 4 or instructor's permission.

13, 14. England, The Heritage I, II. Each 3 hrs.
The first semester explores representative works of early English literature through the eighteenth century with their social and historical backgrounds. The second semester studies representative works and ideas in English literature from the Romantic period to modern times.

15, 16. America, Our Heritage I, II. Each 3 hrs.
The first semester explores the works and backgrounds of American writers and thinkers to 1850, through extensive readings in authors whose works have influenced later American literature and social thought. The second semester examines major trends and themes in American literature since 1850.

17, 18. World Masterpieces I, II. Each 3 hrs.
The course introduces the student to the masterpieces of literature. Readings in Homer, Greek drama, Virgil, Dante, and representative works of later European writers, will be supplemented by lectures on literary forms and periods.

21. Eighteenth Century British Literature: Man in Nature and Society. 3 hrs.
The literature of England in the eighteenth century, with special emphasis on the prominent authors and dominant literary forms (excluding the novel) of the neoclassical tradition.

22. Nineteenth Century British Literature: Romanticism 3 hrs.
An intensive study of the representative works of the Romantic period. Special attention to the historical, cultural, and intellectual backgrounds of the literary theory.

23. Nineteenth Century British Literature: Victorianism 3 hrs.
A study of the major poets and prose writers of the Victorian period with consideration of their reaction to the social, economic, political and aesthetic problems of the nineteenth century.

27. Novel. 4 hrs.
A study of representative novels illustrating the development and relevance of form, theme, and historical significance in literature.

31. Chaucer. **3 hrs.**
The aim of this course is to acquaint the student with the poetry of Chaucer as it developed from Middle English literature under the influence of the French and Italian Renaissance. Readings in Chaucer will be supplemented by class discussion and lectures on the religious and social backgrounds of the period.

32, 33. Shakespeare I, II. **Each 3 hrs.**
The course includes a study of representative plays; comedies and histories during the first semester, tragedies during the second, against the background of the Elizabethan age.

34. Milton. **3 hrs.**
A study of the prose and poetry of Milton as an expression of his age. Consideration is also given to the other authors of the early seventeenth century with emphasis on their relation together with the works of Milton.

35. Literary Criticism. **2 hrs.**
A study of the major critical theories and their application.

36. Twentieth Century Poetry. **3 hrs.**
Significant poetry of the twentieth century is read and carefully evaluated to introduce the student to the leading poets and forms of poetry in our time.

37. Twentieth Century Prose. **3 hrs.**
This course is designed to acquaint the student, through detailed study, with the themes, styles, and authors of the twentieth century with emphasis on contemporary writers.

41, 42, 43, 44. Seminars in Literature I, II, III, IV. **Each 3 hrs.**
Selected studies and special topics in American, English and World literature. Each semester considers a special problem or an important literary movement not covered within the contents of regular course offerings. *Prerequisite:* Advisable to have had three courses in literature.

47, 48, 49. Readings in Literature I, II, III. **Each 1-3 hrs.**
A senior student may study special topics or periods in English, American and World literature under the direction of a faculty member of the department. The project and its credits must be approved by the instructor and the department chairperson. *Prerequisites:* A grade point average of at least 3.0 is desired and 18 hours in English above 1, or permission of the instructor is expected.

Government

Lauber, F. Curry

The undergraduate degree in government provides a suitable foundation for the student who wishes to obtain an advanced degree in political science, public administration, and other disciplines within the social sciences. The pursuit of a future degree in Law is another frequent goal of the undergraduate major.

The degree in government can lead to possible employment opportunities in: government service with local, state, and national agencies; diplomatic service careers; positions with organizations conducting research; positions in organizations engaged in planning activities at the local, state, regional, and national levels; careers in journalism and in specialized writing and editing; and, in the area of politics, the holding of elective or appointive office and positions with full-time professional campaign organizations.

Requirement for Major:

24 hours in the department.

Requirement for Minor:

15 hours in the department.

1. American Federalism. **3 hrs.**
An analysis of the interaction of citizens and institutions of the United States in the formation, implementation, and adjudication of public policy at the national level.

2. State and Local Government. **3 hrs.**
A comparative analysis of governments on the local, county, and state levels in the United States, and their interrelationship in the American Federal System.

5. Contemporary Political Science. 3 hrs.
A general introduction to the discipline of political science. *(Offered in alternate years).*

10. Public Administration. 3 hrs.
A study of the theory and practice of public administration in the United States — national, state and local.

15. Constitutional Law. 3 hrs.
A course in the legal principles of the Constitution of the United States as interpreted by the courts. The case method is used. *Prerequisite:* Upper level standing. *(Offered in alternate years).*

16. Criminal Justice, System and Process. 3 hrs.
An analysis of the structure and functions of the American system of criminal justice. Levels of analysis will include the national, state, and local components. Institutions considered will include law enforcement, judiciary, corrections and probations. In addition, the course will introduce students to the methods and insights provided by "judicial behavioralism."

20, 21. Comparative Developed States. Each 2 hrs.
A comparative examination of government and politics in selected countries and areas which are generally considered to have high levels of political and economic development, such as England, France, and the Soviet Union. *(Offered in alternate years).*

22, 23. Comparative Developing States. Each 3 hrs.
A comparative examination of the institutions and processes of government and society in selected developing countries and areas, such as India, Southeast Asia, Africa and Latin America. *(Offered in alternate years).*

25. International Organization. 3 hrs.
International organization as a system of institutions for promoting peace and welfare in a world of sovereign states; the evolution of the United Nations from the League of Nations and other historical predecessors; principles, structure, methods and operation of the United Nations and other selected governmental international institutions. *(Offered in alternate years).*

26. International Relations. 3 hrs.
Theory of international relations; basic factors affecting the position and policies of states, such as geography and demography; nationalism; imperialism; technological and economic factors; conflicting ideologies; instruments of foreign policy, such as diplomacy, propaganda, military power and economic and military assistance; international law and international organization.

27. Foreign Relations. 3 hrs.
Formulation and execution of foreign policy with emphasis on American foreign policy; policy-making processes; main lines of foreign policy since 1945; relationships with the Soviet Union, Europe, China and the "third world."

30, 31. Political Theory. Each 3 hrs.
Reading, discussion and analysis of selected political and social theories from ancient times to the present. *Prerequisite:* Upper level standing. *(Offered in alternate years).*

40. Seminar-Research in Political Problems. 1-6 hrs.
Subject to the approval of the department chairman, open to students who are qualified to do independent research. *Prerequisite:* Upper level standing.

Health and Physical Education

Myers, Braine, K. Carpenter, Ellis, Haas, Hornor, T. Martin, Ross, Smith, Tracewell

The Department of Health and Physical Education offers opportunities of study and activity for all students of the College and specialized programs for persons seeking certification to teach either Health or Physical Education or to major in Physical Education.

Physical Education

The Physical Education program is designed to 1) provide instruction in leisure time skills in activity classes which teach history, rules, strategies, and fundamental skills to all students who have a continuing interest in sports and recreational activities;

2) provide instruction, guidelines, facilities, and equipment to contribute to development of physical fitness; 3) provide programs with the Department of Education for certification of Physical Education teachers; 4) provide an intramural athletic sports program for participation of all interested students; 5) provide opportunity for the desirable manifestation of the play urge; 6) contribute to emotional stability by offering activities which can provide a wholesome outlet for the satisfaction of the psychological needs of students; and 7) provide instruction in various team and individual sports for students who plan coaching careers.

Requirement for Major:

If in Teacher Education, student MUST consult advisor.

Non-Teacher Education Major:

1 semester Laboratory Science (3-4 hours)
Course 1 - Swimming or proficiency test
Course 10, 12, 14, 15, 24, 26, 31, 32, 33, 34, 50, 52, 55.

Requirements for Minor:

1 semester Laboratory Science (3-4 hours)
Course 10, 12, 20, 31, 32, 52

1. Physical Education Activity. **1 hr.**
An introduction to fundamental rules, techniques and skills in any one of the following activities. *Team games:* Basketball, Volleyball, Soccer, Hockey, Track. *Individual Sports:* Tennis, Archery, Bowling, Swimming, Handball, Racketball and Squash . *Dance Activities:* Ballroom Dance, Modern Dance, Folk Dance, Square Dance. *Other Activities:* Tumbling, Gymnastics, Body Building, and Jogging. No more than four activity credits may count toward graduation.

5. Movement. **3 hrs.**
An introduction to the fundamentals of efficient movement. Designed to develop physical self-awareness and an understanding of how the body works and moves.

6. Sport Injury Control and Management. **2 hrs.**
A course designed to provide basic knowledge and skills that aid in the prevention and treatment of injuries common in athletics.

10. Anatomy and Physiology. **4 hrs.**
A study of normal development structure and function of man. Lectures, laboratories and field trips. Designed to provide a foundation for the undergraduate student and to serve as a point of departure for advance studies in health education.

12. Exercise Physiology. **3 hrs.**
The course deals with the physiological effects of exercise on the human body; areas of interest include concepts of physical fitness, fatigue, weight control, nutrition, environmental stresses and review of the latest research in human performance. *Prerequisite:* Physical Education 10.

14. Kinesiology. **3 hrs.**
A study of the principal muscles of the human body, how the muscles work together to perform with ease and efficiency, the basic motor skills, and the study of prevention and correction of certain posture defects. *Prerequisite:* Physical Education 12.

20. Principles and Organization and Administration of Health, Physical Education and Athletics. **4 hrs.**
A study of the problems confronting teachers, coaches, principals, and supervisors in physical education and athletic programs of the public schools. A development of the understanding of basic physical education and athletic principles on which decisions can be made relative to problems teachers and coaches may encounter.

22. Recreation Leadership. **3 hrs.**
An introduction to the organization and administration of playgrounds, swimming areas, camps, and the development of leadership in recreation.

24. Adapted Physical Education. **2 hrs.**
A study of the adapted physical education program within the school curriculum with emphasis on development of individual programs for exceptional children. *Prerequisite:* Physical Education 14.

26. Elementary Rhythms and Movement. 2 hrs.
An introduction to a study of basic movement skills, movement exploration, singing games, folk dancing, and social dancing, as they apply to the elementary physical education program. Emphasis on planning and conducting the activities.

31. Physical Education Major I. 3 hrs.
Major 1: Introduction to physical education, including movement, fitness, conditioning, and measurement. An in-depth study of track and softball with emphasis on physical education fundamentals, basic coaching, choice and care of equipment.

32. Physical Education Major II. 3 hrs.
An in-depth study of field hockey, lacrosse, football, racket sports and swimming with emphasis on physical education fundamentals, basic coaching, choice and care of materials and equipment. *Prerequisite:* Physical Education 31.

33. Physical Education Major III. 3 hrs.
An in-depth study of basketball, wrestling, folk dance and modern dance with emphasis on physical education fundamentals, basic coaching, choice and care of materials and equipment. *Prerequisite:* Physical Education 32.

34. Physical Education Major IV. 3 hrs.
An in-depth study of soccer, volleyball, archery, golf, and bowling with emphasis on physical education fundamentals, basic coaching, choice and care of equipment. *Prerequisite:* Physical Education 33.

38. Methods of Physical Education in Elementary Schools. 3 hrs.
This course is designed to help develop a philosophy, objectives, activities, program-planning and evaluation for a functional and meaningful program in elementary school physical education. *Prerequisite:* Junior or Senior standing.

39. Methods of Physical Education in Secondary Schools. 3 hrs.
Philosophy, objectives, activities, equipment, program-planning, measurement and evaluation procedures for a functional program in secondary school physical education. *Prerequisite:* Junior or Senior standing.

41. Team Sports (Men). 3 hrs.
A clinical analysis of coaching sports at the varsity level. The course is intended for future coaches and includes philosophy, code of ethics, rules, and skills of football and track.

42. Team Sports (Men). 3 hrs.
A clinical analysis of coaching sports at the varsity level. The course is intended for future coaches and includes philosophy, code of ethics, rules and skills of basketball and baseball.

43. Team Sports (Women). 3 hrs.
A study of techniques, methodology, organization, officiating, and related problems in teaching and coaching field hockey, volleyball, basketball, softball and track.

45. Officiating (Men). 1 hr.
Introducing the techniques and mechanics of officiating football and track, including principles and interpretation of rules. State officiating test and supervised practice in the above sports.

46. Officiating (Men). 1 hr.
Introducing the techniques and mechanics of officiating basketball and baseball, including principles and interpretation of rules. State officiating test and supervised practice in the above sports.

48. Extracurricular Activities. 3 hrs.
Analysis of the objectives, contributions, values, relationships, organization and administration of the following extracurricular activites: coaching, cheerleading, intramurals, sports organizations, dance groups, special programs.

Health

The Health Education program is designed to 1) provide programs with the Department of Education for the certification of health teachers; 2) provide courses that teach that health is not a static condition but an ongoing process of learning, decision making and action; 3) provide accurate up-to-date information in areas of interpersonal relationships, coping strategies, sexuality, nutrition, medical care, health products and services, common diseases, environ-

ment factors and community health; 4) provide an understanding of the decision making skills that the student will need to direct his own health behavior; 5) stimulate students' exploration of attitudes and feelings affecting health; 6) emphasize the social, emotional and behavioral aspects of health; 7) convey that health is not an end in itself but a means of achieving and enjoying a satisfactory total life; and 8) emphasize that health education should be an integral part of every student's education.

Students seeking a teaching field in Health MUST consult faculty advisor. The outline of the program appears in the catalog under Teacher Education.

50. Health and Community Health. 2 hrs.
An introductory course designed to help the student acquire the information, attitudes, and habits essential to healthful living. An introduction to the prevention of disease, sanitation, food regulations and supply, housing, etc.

52. First Aid and Safety. 3 hrs.
An introduction to the principles and practice in schools, homes, and on the streets and highways, and the ability to take care of oneself and others in case of emergency.

55. School Health Problems. 2 hrs.
Problems involved in school health programs including methods and materials for health instruction in elementary and secondary schools.

57. Health Education Seminar. 1 hr.
An in-depth study of health education on the local, state, national, and international level.

58. Methods of Teaching Health. 3 hrs.
This course is designed for prospective teachers, giving them the opportunity to evaluate various health teaching methods. The course is also designed to aid the student in measurement and evaluation procedures. *Prerequisite:* Junior or Senior standing.

History

H. Coston, R. Curry, Hunt, B. Martin, Peterson, Sharpe

Requirements for History Major:

30 semester hours taken in the department. The course offerings are given in three fields — United States, European, and Non-Western — with a minimum of six hours required in each of the three fields. The courses taken in each field must cover both early and modern time periods. This may be achieved in a variety of ways, depending upon the degree of concentration the student desires in each field and time. The following are the options for fulfilling these requirements:

For Early U.S., either Hist. 1 or Hist. 3 & 4
For Modern U.S., either Hist. 2 or Hist. 5 & 6
For Early Europe, either Hist. 21 or Hist. 23, 24, & 25
For Modern Europe, either Hist. 22 or Hist. 34 & 35
For Early Non-West, Hist. 41
For Modern Non-West, any remaining Non-Western History.

History majors are urged to take Philosophy 30 (Philosophy of History) and at least six hours of a foreign language.

Students with high school grades of "A" or "B" in American History or Western Civilization are urged to consider taking an achievement test to establish credit by examination for one or more of the survey courses 1, 2 or 22. The exams are prepared by the College Level Examination Program (CLEP). Reading suggestions are available in the department to aid in preparing for the exams. A passing grade permits the student to go at once into advanced courses in U.S. or European history.

Requirement for Minor:

15 semester hours including the specified hours in each of two fields. The student will elect additional hours to complete the fifteen-hour minor.

United States History

1, 2. History of the United States. Each 3 hrs.
A survey of the history of the United States from the discovery of America to date. Emphasis on social, political, and economic developments.

3. Colonial and Revolutionary North America. 3 hrs.
An introductory study of the exploration, settlement, development and the gaining of independence of the colonies which formed the United States. This includes an analysis of the developing political, social,

religious and cultural institutions which established the character of the new nation after the Revolution. *Not open to freshmen except with permission of instructor.*

4. The United States as a New Nation. 3 hrs.
A study of the development and modification of U.S. institutions and patterns from the adoption of the Constitution through the Jacksonian Era. *Not open to freshmen except with permission of instructor.*

5. Civil War and Reconstruction. 3 hrs.
An analytical study of the social forces, events and personalities involved in the disruption of the Union, and its reconstruction (from 1840 to 1876). *Not open to freshmen.*

6. Recent History of the United States. 3 hrs.
An analysis of American society emphasizing the role of leadership, policy-making, and events of our foreign and domestic involvements since 1933. *Not open to freshmen.*

8. West Virginia: the Mining State. 3 hrs.
A study of the coal industry and its economic, social, and political influence on the history of West Virginia designed for teachers of Social Science and individuals interested in the affairs of this state and its region.

9. Intellectual History of the United States. 3 hrs.
An investigation into patterns of American thought from Puritan Times to the present. Areas covered include Puritanism, the Enlightenment, Democratic Social Thought, the Frontier, Romanticism, Reform, Naturalism, Naturalistic Thought, Progressivism, the Depression and New Deal, and developments since 1945. *Not open to freshmen.*

10. United States Urban History. 3 hrs.
A study of the life and character of the United States as it changes from an agrarian to an industrial culture. This includes an examination of social and technological forces, rural and urban life, and recent trends in urban areas. *Not open to freshmen except with permission of instructor.*

11. Minorities in United States History. 3 hrs.
A study of the life and character of racial and ethnic groups such as Black, Indian and Oriental Americans during different periods of United States history. *Not open to freshmen except with permission of instructor.*

12. Makers of the Modern World. 2 hrs.
Representative U.S. and European leaders studied as persons in the context of their times. Selected biographies are read for class discussion, and individual outside readings are also developed with the approval of the instructor. *Not open to freshmen.*

13. History of American Labor. 3 hrs.
A study of the forces which influenced the rise of labor, the history, objectives and methods of organized labor; trade and industrial unionism; collective bargaining; current aspects of labor-management and labor-government relations; labor law. Colonial times to the present with emphasis on late 19th Century, the depression, and the present. Case studies and outside consultants. *Not open to freshmen except with permission of instructor.*

European History

21. History of Western Civilization I. 3 hrs.
Survey of Western Civilization from beginning to the close of the religious wars of the Reformation. Concentration on its political, social, economic, intellectual and artistic aspects for an understanding of world civilization today.

22. History of Western Civilization II. 3 hrs.
Survey of Western Civilization from close of the sixteenth century to the nuclear age. Concentration on its various aspects as in 21.

23. Ancient History. 3 hrs.
A study and comparison of the classical age of Greece (especially the Age of Pericles) and of Rome (especially the Age of Augustus). Each society is looked at as a whole through its political, economic, social, religious, literary and artistic manifestations.

24. Medieval History. 3 hrs.
A study of the development and characteristics of medieval society in Europe. Feudalism and manorialism, the literary and artistic expressions and the religion and beliefs they express, developments in the

church and church-state relations, the rise of capitalism and the nation-state, are among the subjects covered.

25. Renaissance and Reformation. **3 hrs.**
Religious and social changes during the period of the Renaissance and Reformation. *Not open to freshmen.*

27. History of Modern Germany. **3 hrs.**
The nature of Prussian society, the rivalry between Prussia and Austria for the command of German affairs, the quality of Prussian leadership in the German Empire of 1871-1918, the politics and culture of the Weimar Republic, Nazi totalitarianism, and the reshaping of East and West Germany since the Second World War.

28. History of Modern Russia. **3 hrs.**
The history of Russia from 1796 to the present with special emphasis on the confrontation with the West, the decline and fall of Russian autocracy, the evolution of reform thought and revolutionary opposition, the revolution of 1917, subsequent transformation, the Marxian dream, and the Soviet reality.

29. History of England to 1700. **3 hrs.**
From the Roman conquest to 1700. Emphasis will be on the development of the common law, common law courts, Parliament and the monarchy against a background of social, cultural, and economic development of the period. *Suggested for pre-law and political science students as well as History students. Not open to freshmen.*

30. Britain: Yesterday and Today. **3 hrs.**
English history from 1700 to the present, with special emphasis on the character of social relations, the impact of industrialization, the capacity of the aristocracy, the creation of empire, and the decline of the realm.

31. Modern Imperialism. **3 hrs.**
A study of the dynamics of modern imperialism. The domestic and international factors that gave force to the idea will be examined while comparing the various ideological, administrative and goal orientations of American and European imperialism in the 19th and 20th centuries. *Not open to freshmen.*

32. Power and Values. **3 hrs.**
An examination of the acquisition, organization and uses of power; the generation of values and value ends toward which a society uses its power; a comparative study of the age of Louis XIV and the era of Franklin D. Roosevelt; emphasis on the similarity of problems and limitation of means in their resolution in each age. *Not open to freshmen.*

33. History of French Society, 1815-1945: History Through the Novel. **3 hrs.**
An attempt to deal with the problems of cultural and social causes of political instability, the revolutionary tradition, liberal and conservative thought, and derive a peculiarly French view of the world through extensive study of French novels from the 1815-1945 period.

34. French Revolution and Early Modern Europe. **3 hrs.**
Intellectual and social structure, 1648 to 1815; dynamics of social and political change, principles of authority and bases of revolution from the Reformation to the French Revolutionary and Napoleonic period.

35. History of Europe Since Napoleon. **3 hrs.**
The reactions of European society to the problems created by industrialization, nationalism, revolutionary movements, the world wars, and the decline of Europe; particular emphasis on how Europeans viewed themselves and their world through the great novels of the last century and a half.

Non-Western History

41. Introduction to the Non-Western World. **3 hrs.**
An introduction to selected traditional societies before their contacts with Western Civilization during the 19th Century. The use of novels and audio-visuals supplements texts and lectures to gain an understanding of the common man's village life as well as the Great Tradition of these civilizations.

42. History of Africa. **3 hrs.**
A study of sub-Saharan Africa, especially since 1800, including: the slave trade and its impact on traditional societies, the European scramble for African territories and African reactions, colonial administrations,

economic changes, nationalism and independence movements, problems and trends of African nations since independence. *Not open to freshmen.*

43. History of East Asia. **3 hrs.**
A study of the contrasting patterns of Chinese and Japanese modernization since the mid-nineteenth century. *Not open to freshmen.*

44. People's Republic of China. **3 hrs.**
A study of issues in Chinese history since 1949, such as the balance between continuity and change, between ideology and practical considerations, and between domestic and foreign policies. Student research, class lectures and discussion. *Not open to freshmen.*

46. History of Latin America. **3 hrs.**
A study of the history of Latin America from the period of discovery to the present. Emphasis on the national period with special attention to relations between Latin American countries and the United States. *Not open to freshmen.*

47. History of Mexico. **3 hrs.**
A study of the history of Mexico from its discovery to the present time. The Indian cultures will be discussed in both pre-hispanic and post-hispanic backgrounds. The Colonial Period will involve Spanish culture and institutions in relation to Mexico. The Independence Period will be treated with relation to Europe and the United States. Emphasis will be given to social, political and cultural developments. Relations with the United States will be treated fully. *Not open to freshmen.*

50. Special Topics. **1-3 hrs.**
An examination of a selected topic. Initiated either from the special interest of department members or student interest. *Not open to freshmen.*

51. Readings in History. **1-3 hrs.**
Directed readings in areas approved by instructor, usually conducted primarily through conferences. *Open only to seniors majoring in History except through special permission from the instructor.*

Home Economics

Miller, Halverson, Simmons, Walls

The Home Economics Department provides fundamental preparation for those wishing to enter professional careers in home economics or to enter graduate school. Home economics synthesizes knowledge drawn from its own research, from the physical, biological, and social sciences and the arts, and applies this knowledge to improving the lives of families and individuals. It is the purpose of this department to develop competency in utilizing both human and material resources to further the well-being of society. For this reason, all courses in the department are open to all students, regardless of major, if prerequisites are met. This department has well-equipped laboratories and lecture rooms. In addition, there is a Home Management Residence in which students live for several weeks trying out new theories and putting principles they have learned in the classroom to actual test.

Students planning to teach at the secondary level are eligible for vocational certification in home economics. Elementary teachers may be certified in home economics for grades 4-8 and Jr. High School teachers may be certified for grades 7-9. Students can meet the requirements of the American Dietetic Association for dietetic internships. Wesleyan is the only private college in the state approved to issue the vocational teaching certificate in home economics and the only private coeducational college in the tri-state area to offer the dietetic program.

A major in Fashion Merchandising is also offered by the Department of Home Economics. This curriculum aims to prepare the student for professional work in addition to practical and theoretical training. The student must synthesize this knowledge into the needs and situations of other people so that they can be alert to trends in living patterns, current events, and technical developments that forecast their clothing and textile needs and desires. The field of Fashion Merchandising offers a wide range of career opportunities for men and women who have an expressed interest, appreciation, and enthusiasm for clothing, fashion changes, fabric, color, and design. Activities in this field range from actual consumer contact to

behind-the-scenes positions in buying, merchandising, and administration.

Requirement for Major in Home Economics:

A minimum of 32 hours including: 1, 2, 20, 21, 30, 31, 40, 41, 45, 50, 53, 54, 56. Students interested in the professional careers or in entering graduate school should consult the faculty in the department about the selection of additional courses.

Requirement for Minor:

A minimum of fifteen semester hours including: 2, 21, 30, 40 and 53.

Requirement for Dietetic Internship:

The course requirements for a major plus the following home economics courses: 44, 46, 47, 48. Also Chemistry 1, 2, 21, 22, 41; Biology 1, 9, 10, 13; and Business 21, 62 or Psychology 5.

Requirement for Fashion Merchandising Major:

24 semester hours in Home Economics including 2, 30, 31, 32, 35; 3 hour elective selected from 33, 34, or 36; 7 hours in 60 in Fashion Innovation and Analysis, Visual Merchandise or Display Techniques, Field Study in Fashion Merchandising, History of Costume; plus the following in related departments: Psychology 1; Sociology 2; Business 1, 70, 73; Economics 11; and Art 23 or 24, or 15 or 18.

Requirement for Fashion Merchandising Minor:

18 hours required: Home Economics 2 (Art majors may substitute 5 & 6), 31, 35, elective in Clothing and Textiles; Business 1, 73.

1. Introduction to Home Economics. **1 hr.**
For freshmen. Factors and personalities influencing the history of home economics; present status of the discipline, future responsibilities and career opportunities. Required for all home economics majors.

2. Design. **3 hrs.**
Practical applications of color and design in everyday life, specifically as related to clothing, food, home furnishings, housing and textiles. *Prerequisite:* Major or minor in Home Economics. *Not open to students who have had Art 5 or 6.*

20. Personal and Family Living. **3 hrs.**
An exploration into personal and family relationships in our society as they affect today's young adult. Includes study of courtship, husband-wife and parent-child relationships. Enrollment limited to students of freshman or sophomore standing or having permission of instructor.

21. Child Care and Development. **3 hrs.**
A study of all aspects of the care and development of the child from conception through age nine with emphasis on the knowledge and guidance of young children in their emotional, social, intellectual and physical development. Enrollment limited to students of upper class status.

30. Apparel Construction. **2 hrs.**
Application of basic principles of clothing construction techniques employing programmed learning approach.

31. Apparel Selection. **3 hrs.**
An examination of the aesthetic, economic, physiological, psychological, and sociological factors involved in apparel selection. Includes the acquisition and use of clothing and consumer responsibilities and protections. *Prerequisite:* home economics majors, Home Economics 2, others, none.

32. Textiles. **3 hrs.**
A study of fibers, yarns, weaves, fabrics, finishes, and testing procedures. Includes end-uses of fibers and fabrics, their characteristics, how to choose wisely, what to expect and how to care for specific fabrics. *(Offered spring semester).*

33. Tailoring. **3 hrs.**
Principles of detailed and tailored finishes and problems of fitting and time management in the construction of a suit or coat. *Prerequisite:* Home Economics 30 or permission of instructor. *Offered in alternate years.*

34. Problems in Apparel Construction. 2 hrs.
Comparative study methods and techniques of working with various fabrics, fitting problems, flat-pattern design, or draping, to meet individual needs. *Prerequisite:* Home Economics 33, or permission of instructor. *Offered in alternate years.*

35. Fashion and Apparel Industry. 3 hrs.
Factors affecting the origin and development of fashion, and the production, distribution, and promotion of fashion merchandise. A study of the ready-to-wear market and factors involved in consumer acceptance of fashion. *Prerequisites:* Home Economics 31 & 32, Business 70 or 9; or consent of instructor. *Offered in alternate years.*

36. Clothing for the Handicapped and Elderly. 3 hrs.
A study of the clothing needs and problems of the elderly and handicapped whose physical conditions limit their clothing choices; the clothing adaptations and solutions to these problems; and specially designed clothing and its availability. *Prerequisite:* Consent of instructor.

40. Food Science 4 hrs.
A study of the structure of basic ingredients and the various effects they have on one another when blended together to form products. *(Offered fall semester).*

41. Fundamentals of Human Nutrition. 3 hrs.
An introductory study of the individual nutrients in respect to digestion, absorption, metabolism, body needs and food sources. This information is applied through study of the life cycle.

42. Experimental Foods. 2 hrs.
Experimentation with selected food materials, techniques, and equipment. Opportunity for directed study in an individually chosen area. *Prerequisites:* Home Economics 40. *Offered in alternate years.*

43. Cultural Aspects of Foods. 2 hrs.
An historical approach to the importance of foods in today's world. A consideration of food availability, preparation, and the social, cultural and economic implications and nutritive adequacy. *Offered in alternate years.*

44. Advanced Human Nutrition. 3 hrs.
A study of human nutrition, including the chemistry of food nutrients, digestion, absorption, and metabolism. Principles of human nutrition applied to individual, family, community, and world problems. *Prerequisites:* Home Economics 40, 41; Biology 9, 10; Chemistry 41, or permission of instructor. *Offered in alternate years.*

45. Meal Management. 2 hrs.
Management of the selection of food, and the planning, preparation, and serving of family and guest meals, with attention to cultural influences and to resources such as time, money, and equipment. *Prerequisites:* Home Economics 40, 41 or permission of instructor.

46. Diet Therapy. 3 hrs.
Study of diet in pathological conditions, stressing its importance in diseases that can be prevented and/or treated by proper diet. *Prerequisite:* Home Economics 44.

47. Quantity Food Production. 3 hrs.
Problems in purchasing and preparing food for large groups. Practical experience in planning, preparing and serving food for large groups. *Prerequisites:* Home Economics 40, 45. *Offered in alternate years.*

48. Institutional Organization and Management. 2 hrs.
A study of personnel administration, financial management, equipment, and efficient operation of food service in institutions. *Offered in alternate years.*

50. Home Equipment. 2 hrs.
Principles of operation, performance, selection, and care of home equipment.

51. Housing. 2 hrs.
Study of factors and problems involved in choice of housing for the family; evaluation of dwelling units in terms of family needs and values; considerations in buying, building, and renting. *(Offered spring semester).*

52. Home Furnishings. 2 hrs.
A study of the selection of furnishings for the home in relation to interests, activities, needs, quality, eco-

nomy, aesthetics, and individuality. *(Offered fall semester).*

53. Home Management Theory. 3 hrs.
A study of the management process and decisions involving the use of family resources to achieve personal and family goals. *(Offered fall semester).*

54. Home Management Residence. 3 hrs.
A laboratory study of the process of management in group living and its application to family living. Senior women majors and minors live in the Edna Jenkins Home Management Cottage for 5 weeks. *Prerequisites:* Home Economics 53 and permission of the instructor.

55. Living Space. 2 hrs.
A study of historical and contemporary architecture. Detailed study of housing types with emphasis on efficient family living. Evaluation of commercial house plans; designing floor plans, basic construction methods; materials and resource allocation.

56. Communications in Home Economics 2 hrs.
The student as a communicator using home economics subject matter adapts to meet the informational needs of others. Emphasis on creative thinking, demonstration, and various other communication techniques. *(Offered fall semester)*

60. Independent Study in Home Economics. 1-3 hrs.
One area selected for intensive, independent study. *Prerequisites:* one course in area selected and consent of instructor with approval of staff.

61. Special Topics. 1-3 hrs.
Inquiry into selected topics and issues in the field of Home Economics pursued through research and workshops.

Library Science

Burns, Androczi, Crutchfield, J. Martin, R. Moore, Mary Thiedeman

The Department of Library Science aims to help students acquire sufficient training to become librarians in public schools and in public libraries, and to provide preprofessional training for students who plan to pursue graduate study in the field.

Requirement for Major:

30 hours — 27 semester hours in the department, including 1, 11, 12, 21, 22, 31, 32, plus Computer Science 5.

Requirement for Minor:

17 semester hours in the department, including 1, 11, 12, 21, 22, 31 or 32.

It is strongly recommended that courses be taken in sequence insofar as possible.

1. Introduction to the Library. 2 hrs.
The functions of libraries. Instruction in use of books and libraries, book selection, basic reference materials, and other problems. A general course useful to all students.

3. Literature for Children. 3 hrs.
A survey of literature for children designed for teachers and librarians in elementary schools. Evaluation, selection and use of books and related materials for children. *This course is required for elementary teachers in West Virginia.*

7, 8. Selection of Library Materials for Young Persons and Adults. Each 2 hrs.
Criteria for selection of library materials for junior and senior high school groups, as well as adults. Use of standard aids in making selections; general principles of library materials selection; methods of stimulating and guiding effective use of library materials and services, including intellectual freedom; oral and written reviews of appropriate library materials. Lib. Sci. 7 is prerequisite for Lib. Sci. 8.

11. Classification and Cataloging. 3 hrs.
The principles of classifying and cataloging all types of books, periodicals and government publications. Abridged Dewey Decimal Classification Popular Guide to Government Publications. Filing, correlated with practical experience in the college library. *Prerequisite:* Lib. Sci. 1 or permission of the instructor.

12. Classification and Cataloging. **3 hrs.**
Classifying and cataloging all types of books and non-book materials; film, manuscripts, maps, music, rare books, specimens, etc. Dewey complete tables, Library of Congress, and other classification systems. (Bliss, Colon, Universal classification and computerized library catalogs). Other filing and charging systems. *Prerequisites:* Lib. Sci. 1, 11.

21, 22. Reference and Bibliography. **Each 3 hrs.**
The philosophy of reference service; evaluation, selection, and use of reference materials for libraries of all types; methods of organizing and transmitting information, including automated systems. *Prerequisite:* Lib. Sci. 1 or permission of the instructor.

31. Organization and Administration. **3 hrs.**
Principles underlying the management of libraries, with attention to forms of organization, financing, housing, personnel, public relations, acquisition and handling of stock, and provision of services. *Prerequisites:* Lib. Sci. 1; any two of 3, 7, 8, 11, 12, 21, 22.

32. Library Practice. **3 hrs.**
Guided practice in all phases of the operation of libraries, including effective use of teaching methods by various age groups. Sixteen clock hours of lecture and discussion and 64 clock hours of practice, distributed among public, public school, and college libraries. *Prerequisite:* Lib. Sci. 31.

Mathematics and Computer Science

Berry, Klausewitz, Sheppard, Wiest

The Department of Mathematics and Computer Science at West Virginia Wesleyan College has designed a modern curriculum representing a broad spectrum of the mathematical sciences, including applied mathematics, computer science, statistics, operations research, teacher education, and pre-graduate mathematics. At the present time, the department offers two degree programs: B.S. in Mathematics and B.S. in Computer Science.

Mathematics

The mathematics program at Wesleyan is designed to prepare students for employment as applied mathematicians in industry, for entrance into graduate school, for certification as secondary or elementary teachers of mathematics, or for a variety of careers in other disciplines which require that blend of intuition, formalism, and logic which characterizes the mathematical process.

Graduates who major in mathematics at West Virginia Wesleyan College will be able to:

1) construct appropriate mathematical models which lend to the solution of a problem or the formulation of a theory;

2) use modern formalism to represent and manipulate mathematical models;

3) prove properties of mathematical models in terms of underlying axioms or assumptions;

4) interpret the proven properties of a mathematical model in terms of the problem or theory being modeled;

5) understand the basic notions of algebra, including operations, relations, and morphisms;

6) understand the basic notions of analysis, including limits, continuity, measure, and approximation;

7) pursue further studies in one or more areas of mathematics, including applied mathematics, statistics, operations research, mathematics education, and theoretical mathematics.

Requirement for Major:

At least 36 semester hours, including 20, 21, 25, 30, 34, 38, 40, 89. The remaining hours may be selected, with advisor approval, from any course numbered between 20 and 49, or from 68 and 85. Recommended selections include:

Pre-graduate school: 41, 45, 46, 48.

Engineering Mathematics: 32, 35, 48, 85.

Operations Research and Statistics: 38 (Operations Research Models), 48, 49, 85.

Other emphases include Mathematical Economics and Biomathematics. The major is strongly encouraged to choose a minor in an appropriate applications area.

Requirement for Minor:

At least 17 semester hours, including 20 and 21. The remaining hours may be selected, with the approval

of the department, from courses numbered between 20 and 49.

Teacher Education: Wesleyan offers programs leading to certification in mathematics at the 4-8, 7-9 and 7-12 levels. Requirements are described under the Department of Education.

Computer Science

The computer science program at Wesleyan is designed to prepare broadly educated analysts for graduate school or employment in the computer field. Most projections indicate that the computer industry, and the need for such analysts, will continue to grow steadily during the next decade. The objectives for the computer science program have been carefully designed to insure that graduates possess the needed breadth and depth in the computing sciences.

Graduates who major in computer science at West Virginia Wesleyan will be able to:

1) recognize problems that can be solved with the aid of computers;

2) design structured algorithms, using various design tools, which solve these problems;

3) use formal and informal verification procedures to test algorithms and programs for correctness;

4) code algorithms into reasonably efficient programs that work correctly, are well documented, and are readable;

5) understand basic computer architectures;

6) understand how the processes of modern operating systems cooperate and compete with each other as they perform their functions;

7) understand how modern programming languages are organized;

8) analyze and use algorithms which represent and transform information structures;

9) pursue advanced studies in one or more areas of computer science.

Requirement for Major:

At least 45 semester hours, including 20, 21, 30, 50, 60, 61, 65, 68, 70, 80, 89. In addition, at least two courses must be selected from 38, 75, 76, 81, 85, 88, or Physical Science 29, and at least two courses must be selected from 32, 34, 35, 45, 48, 49. Recommended selections include:

Systems Programming: 45, 48, 75, 81;

Information Systems: 38 (Operations Research Models), 48, 49, 76; recommended minor in Business;

Hardware Design: 32, 35, 85, Physical Science 29; recommended minor in Physics.

Requirement for Minor:

At least 15 semester hours, including 5, 50, and 60. The remaining hours may be selected, with the approval of the department, from any course numbered between 50 and 89.

1. Developmental Mathematics. 0 hrs.
Development of the skills in algebraic manipulation and descriptive geometry that are necessary for college-level Mathematics courses. Format is individualized and computer-assisted. May be required for students with diagnosed weaknesses before they are allowed to take any further mathematics.

5. Solving Problems with Computers. 3 hrs.
Part I. History and social impact of computing; formal aspects of problem-solving using structured design tools; use of software application systems.

Part II. Implementation of algorithms in an elementary programming language, such as BASIC, FORTRAN, or COBOL. Topics include basic control and data structures, documentation, and maintenance.

Part III. Design and construction of an elementary software system which meets the need of a particular application in business, science, social science, education, library science, or home economics. *Prerequisite:* Demonstrated proficiency in MCS 1.

6. Introduction to Programming Languages. 1 hr.
Identical to the second part of MCS 5, except that this course may be repeated, provided that a different language is chosen each time. *Prerequisite:* MCS 5, or consent of instructor.

8. Finite Mathematics I. 3 hrs.
Sets, numbers, permutations, and combinations; first order logic; probability, statistics, and Markov processes; decision-making and game theory; vectors, matrices, and determinants; elementary computer programming. *Prerequisite:* Demonstrated proficiency in MCS 1.

9. Finite Mathematics II. 3 hrs.
Functions and break-even analysis; linear programming and the simplex algorithm; sequences, progressions, and equations of value; introduction to differential calculus; max-min problems; introduction to integral calculus. *Prerequisite:* MCS 8.

10. College Algebra. 3 hrs.
Quadratic equations in one or more variables; inequalities; logarithms; theory of equations; matrices and determinants; Binomial Theorem. Other topics which may be considered include: progressions, permutations and combinations. *Prerequisite:* Demonstrated proficiency in MCS 1.

13. College Trigonometry. 3 hrs.
The trigonometric functions; identities and conditional equations; the inverse trigonometric functions, laws for sines, cosines, and tangents; solution of triangles, and, if time permits, DeMoivre's Theorem. *Prerequisite:* Demonstrated proficiency in MCS 1.

20. Calculus I. 4 hrs.
Analytic geometry of the plane; limits; derivatives of algebraic and transcendental functions; rules for differentiation; implicit differentiation; application of the derivative; Mean Value Theorem; introduction to the integral and its applications; antiderivatives and the Fundamental Theorem of Calculus. *Prerequisites:* MCS 10 and 13 or equivalent, and consent of instructor.

21. Calculus II. 4 hrs.
Techniques of integration, including substitution, partial fractions, and integration by parts; polar coordinates; total differentials and partial derivatives; series; indeterminate forms; solid analytic geometry; volumes, surface areas, and multiple integrals; cylindrical and spherical coordinates. *Prerequisite:* MCS 20.

25. Basic Concepts of Mathematics. 3 hrs.
Designed for students planning to continue in Mathematics beyond Calculus. This course should be taken before the junior year. Sets, functions, and relations; formal construction of rational, real and complex number systems; formulating and proving conjectures; analysis of elementary geometrics. *Corequisite:* MCS 21.

30. Calculus III. 3 hrs.
Calculus in several variables; line, surface, and volume integrals; gradient, divergence, curl, curvilinear coordinates, Stokes' Theorem; Taylor's series; improper integrals, including the Gamma and Beta functions; transformation of integrals and Jacobians; maxtrix analysis. *Prerequisite:* MCS 21.

32. Ordinary Differential Equations. 3 hrs.
Techniques for first-order equations, including separation of variables and exact equations; nonlinear equations; homogeneous and non-homogeneous linear equations; Wronskians and linear independence; variation of constants; solution by power series; the Legendre equation; regular singular points. *Prerequisite:* MCS 21.

34. Linear Algebra. 3 hrs.
Vector spaces; linear mappings; matrices; inner products and orthogonality; symmetric, skew-symmetric, and Hermitian forms; eigenvalues and eigenvectors; positive definite linear operators; norms; linear inequalities. *Prerequisite:* MCS 25.

35. Complex Variables. 3 hrs.
Analytic functions of one complex variable: Cauchy's Theorem, maximum modulus principle, entire functions, Taylor's and Laurent's series, residue theory, conformal mappings, analytic continuation. Applications to the physical sciences will be discussed. *Prerequisite:* MCS 30.

38. Mathematical Modeling. 3 hrs.
Scientific systems analysis, including determination of parameters and variables, formulation of relevant quantitative relationships, structured development of models from submodels, and computer implementation. Students may choose one of 3 models:

1. Biological and Ecological Models. Population modeling and the Lotka-Volterra equations, species competition models, Zoo distribution models, ecosystem energy flow, genetics and the Hardy-Weinberg Law.

2. Operations Research Models. Linear programming, inventory models, Markov chains, utility models, Bayesian methods, queuing models, simulation techniques, portfolio models.

3. Energy and Quantum Models. Physical processes involving Laplace transforms, Fourier series, partial differential equations, harmonic functions, and simulation. *Prerequisites:* MCS 5 and 21, for Models 1 and 3; MCS 5 and either MCS 9 or 21, for Model 2.

40. Real Analysis I. **3 hrs.**
Real topology: sequences, continuity, compactness, uniform continuity; Bolzano-Weierstrass and Heine-Borel Theorems. Differentiation: differential operators, mean value theorems, local and global extrema, Implicit Function Theorem, Taylor's Theorem. *Prerequisite:* MCS 25; *Corequisite:* MCS 30.

41. Real Analysis II. **3 hrs.**
Integration: the Riemann-Stieltjes integral, the Fundamental Theorem, mean value theorems, the Jacobian Theorem, integration of differential forms and Stokes' Theorem. Elementary functional analysis: uniform convergence, Weierstrass Approximation Theorem, differentiation and integration of series. *Prerequisite:* MCS 40.

45. Algebraic Structures. **3 hrs.**
Algebraic and discrete structures, including groups, rings, fields, Boolean algebras, lattices, and automata; morphisms and related theorems; product and quotient structures; introduction to category theory. Applications include coding theory and parsing. *Prerequisite:* MCS 25 or 68.

46. Finite Geometries. **3 hrs.**
Galois theory for finite fields; linear and cyclic codes; incidence axioms for finite geometries; balanced incomplete block designs; Latin squares and projective planes; matroids; perfect and nearly-perfect codes. *Prerequisite:* MCS 45.

48. Probability and Statistics I. **3 hrs.**
Probability spaces, counting techniques, discrete and continuous random variables, distribution and density functions, conditional probability and independence, expectation and moments, normal and Chi-square distributions, convolution formulas, F and Student distributions, Chebyshev's Inequality, Central Limit Theorem. *Corequisite:* MCS 30.

49. Probability and Statistics II. **3 hrs.**
Sampling distributions, formulating and testing hypotheses, point and interval estimation, maximum likelihood, Bayesian techniques, regression theory and the general linear model, analysis of variance, order statistics and non-parametric tests. *Prerequisite:* MCS 48.

50. Introduction to Computer Science. **3 hrs.**
Introduction to the fundamental forms and concepts of Computer Science. Topics include internal data representation, structured program development using formal design tools, basic language concepts using Pascal as a model; introduction to data structures, numerical methods, and file processing. *Prerequisite:* MCS 5, 10, or equivalent.

60. Fundamentals of Computer Systems. **3 hrs.**
Computer architecture and machine language; symbolic coding and assembly systems; macro definition and generation; program segmentation and linkage; construction of elementary assemblers; introduction to operating systems. *Prerequisite:* MCS 50.

61. Data Structures. **3 hrs.**
Basic concepts of data: analysis of algorithms to represent and transform strings, lists, stacks, queues, multilinked structures, and graphs; searching and sorting algorithms; file structures; storage allocation and garbage collection. *Prerequisites:* MCS 60.

65. Computer Organization. **3 hrs.**
Principles of logic design; addressing; central processing units; microprogrammed control; interrupts; arithmetic; memories; interface design; data communications and networking; minicomputer and microprocessor systems. *Prerequisite:* MCS 50.

68. Discrete Structures. 3 hrs.
Fundamental algebraic, logical, and combinatorial concepts of Computer Science. Topics include graph theory; monoids and finite automata; lattices and Boolean algebras; first order propositional and predicate calculi; and formal languages. *Corequisite:* MCS 21.

70. Operating Systems. 3 hrs.
Organization of computer systems supporting a wide variety of users. Topics include process communication using semaphores and mailboxes; deadlocks; multiprogramming scheduling algorithms; memory management; file system design and management. *Prerequisite:* MCS 61, 65.

75. Information Systems. 3 hrs.
Management of information systems development: planning, requirement analysis, specifications, implementation, and maintenance. Students will develop a complete system using these management methods and various structured techniques: structured analysis, top-down design, structured programming, and structured walkthroughs. *Prerequisite:* MCS 50.

76. Database Management Systems Design. 3 hrs.
Data models, including entity sets, attribute relationships, and associations; normalization of data; data languages; comparison of hierarchical, network, and relational systems; implementation considerations; integrity and security issues; examination of real systems. *Prerequisite:* MCS 75.

80. Organization of Programming Languages. 3 hrs.
Formal analysis of computer programming languages. Topics include information binding, scope rules, execution environments, control structures, formal grammars and automata. Examples include Pascal, ALGOL, LISP, C, APL, PL/I, SNOBOL, and other languages. *Prerequisite:* MCS 61, 68.

81. Theory of Programming Languages. 3 hrs.
Theory, design, and implementation of modern language processors. Topics include lexical analysis and regular expressions; context-free grammars and parsing; syntax-directed translation; code generation and run-time administration; optimization; error-handling. *Prerequisite:* MCS 80.

85. Numerical Methods. 3 hrs.
Error analysis; methods for solving systems of linear and nonlinear equations; interpolation techniques; numerical integration and differentiation; methods for solving ordinary and partial differential equations. *Prerequisite:* MCS 5 (preferably with FORTRAN), 30.

88. Special Topics. 1-3 hrs.
This course may be repeated, provided that different topics are covered each time. No topic may duplicate a course already listed in the catalog. Topics will include studies such as Artificial Intelligence, Analysis of Algorithms, Theory of Computing, Minicomputer Laboratory, Topology, Foundations of Mathematics, and Partial Differential Equations. *Prerequisite:* Consent of the instructor.

89. Seminar. 1 hr.
Required of and restricted to senior Mathematics and Computer Science majors. Research in a nontrivial area of the mathematical sciences which builds on and extends the student's background.

Modern Languages

Trusler, *French;* Hamner, *German;* Gurdak, *Chinese.*

Courses in this department are designed to teach spoken as well as written French, German and Chinese. The curriculum is intended to give both the beginning student and the student who has previous language experience with French or German an opportunity to acquire the skills needed to develop a working knowledge of the language.

Students interested in languages other than French, German and Chinese may make arrangements through the Language Department for summer study in a variety of programs, in the United States as well as in many foreign countries. Language credit earned in American institutions is transferred in the normal manner. Students interested in credit for language study in a foreign institution should consult with a member of the department.

Note: Students interested in New Testament Greek should consult the course listings for the Department of Religion.

French

Requirement for Major:

18 semester hours above French 11, chosen in consultation with advisor.

Requirement for Minor:

6 hours above French 11, chosen in consultation with advisor.

Students majoring in French are encouraged to spend a semester or a year abroad.
Students enrolled in introductory and intermediate courses will take a placement test to determine the level of their achievement.

1, 2. Introductory French. **Each 3 hrs.**
An audio-lingual course, conducted largely in French, designed to give the student basic fluency in the four language skills: comprehension, speaking, reading and writing.

10, 11. Intermediate French. **Each 3 hrs.**
A course conducted in French designed to continue development in basic language skills and to give exposure to varied aspects of French civilization.

12, 13. Conversational French. **Each 3 hrs.**
A course designed to develop additional fluency in spoken French. Directed and free discussion. *Prerequisite:* French 10 or permission of the instructor.

20, 21. Advanced French. **Each 3 hrs.**
An advanced study of the written and spoken language with readings and discussions related to France and to topics of current interest. *Prerequisite:* French 11 or equivalent.

30, 31. Survey of French Literature. **Each 3 hrs.**
A lecture-discussion course presenting a chronological survey of the masterpieces of French literature from the medieval to modern periods. *Prerequisite:* French 21 or the permission of the instructor.

40. Directed Readings in French. **Each 1-3 hrs.**
Prerequisite: French 31 or permission of the instructor. *This course may be repeated for credit if a new topic is chosen.*

German

Requirement for Minor:

6 semester hours above German 12.
The minor in German is normally available only to students who undertake additional study at another institution. Arrangements may be made through the Language Department for summer study at all levels in programs both in the United States and in German-speaking countries.

1, 2. Introductory German. **Each 3 hrs.**
A course for beginners, conducted largely in German. Designed to develop basic competence in the four language skills: comprehension, speaking, reading and writing. *Minimum one hour per week of laboratory.*

11. Intermediate German: Reading. **2 hrs.**
A reading skills course incorporating a review of basic grammar and vocabulary development. *Prerequisite:* German 2 or two years of high school German.

12. Intermediate German: Listening and Speaking. **2 hrs.**
A course designed to develop speaking and comprehension skills. *Minimum: one hour laboratory per week. Prerequisite:* German 2 or two years of high school German.

13. Intermediate German: Grammar and Syntax. **2 hrs.**
A course designed to develop skill in writing. *Prerequisite:* German 2 or two years of high school German.

21. Special Topics. **1-2 hrs.**
An independent-study course in one of four areas: vocabulary development, reading in history, theology or science, German culture, survey of German literature. May be repeated in different topics. *Prerequisite:* German 11, 12, 13 or its equivalent.

Contemporary Chinese

A two-year sequence of three hour courses, offered one per semester, will introduce the student to the basic elements of the contemporary Chinese language. In addition to an emphasis on oral and reading skills, the language study will be used as an instrument for introducing elements of historical and contemporary Chinese culture.

A student who completes the two year sequence can expect:

1) to be able to read, with the assistance of a dictionary, most current newspapers and magazines.

2) to be able to carry on basic daily Chinese conversation.

3) to be able to develop and expand his/her facility in the language through continued self-study.

4) to be able to continue the study of the Chinese language in graduate school for use as a research language or in a program of Chinese language and literature.

11. Introductory Chinese I. **3 hrs.**
The tonal nature of the Chinese language; the structure of the graph; systems of romanization; elementary grammar; conversational practice.

12. Introductory Chinese II. **3 hrs.**
Elementary grammar; conversational idioms; conversational practice.

21. Intermediate Chinese I. **3 hrs.**
Intermediate grammar; elements of style in composition; proper names and place names; conversational practice.

22. Intermediate Chinese II. **3 hrs.**
Intermediate grammar; elements of style in composition; conversational practice; reading selected articles from contemporary newspapers and magazines.

Music

Loftis, Dees, Gamble, Kendrick, Milburn, Parsons, Shafer

It is the purpose of the Department of Music to afford students an opportunity to develop an understanding and appreciation of music, and to become accomplished musicians. The curriculum leading to the degree of Bachelor of Music Education is designed specifically for students preparing for the teaching profession. The curriculum leading to the degree of Bachelor of Arts with a major in Applied Music is designed specifically for students who wish to concentrate primarily on the study of music literature and in the development of their performance skills. Those wishing to achieve the same degree with a major in Theory will follow basically the same curriculum but with less emphasis on performance and a greater concentration on theory and literature. All curricula offered provide a strong foundation for graduate study.

The Music curriculum is competency-based. Each candidate for a degree in music must satisfactorily complete all the competencies currently required in order to be cleared for graduation. The administration of the program is explained to every new student during the first semester of residence.

The Music Department is a fully accredited member of the National Association of Schools of Music and endorses the statement on Basic Musicianship adopted by this national accrediting organization. We recognize that all musicians, whether performers, composers, scholars, or teachers, share common professional needs, since every musician must to some extent be a performer, a listener, an historian, a composer, a theorist, and a teacher. Every attempt is

made to develop basic musicianship in studies which provide the student with the following:

1) A conceptual understanding of such musical properties as sound, rhythm, melody, harmony, texture and form; and opportunities for developing a grasp of their interrelationships as they form the cognitive-affective basis for listening, composing and performing;
2) Repeated opportunities for enacting in a variety of ways the roles of listener (analysis), performer (interpretation), composer (creation), and scholar (research);
3) A repertory for study that embraces all cultures and historical periods.

Requirement for the Degree of Bachelor of Music Education:

55-59 semester hours of music, including 1, 2, 6 and 7 (for non-voice majors) 8, 9, 10, 11, 12, 13, 14, 17, (voice majors only) 20, 21, 26, 27, 32 and 33. All candidates for this degree are required to attain a minimum of Level 8 in their chosen field of applied music, which is normally achieved by a maximum of 14 semester hours of study, and to present an assisted recital on their major instrument in their junior or senior year (with or without 1 hour credit). All non-keyboard majors are required to attain a level 2 in piano, which is normally achieved by a maximum of four semester hours of study. All candidates for this degree are expected to participate in at least one ensemble each semester, with or without credit, and to establish a minimum of 4 semester hours credit in ensemble.

This curriculum includes 23 semester hours of professional education, including Education 2, 4, 6, 15, 49, 69 and Music 41 and 42. This curriculum also includes courses currently required by the West Virginia Department of Education for *all* teacher certificates, and/or by West Virginia Wesleyan College for *all* degrees. It also includes sufficient hours for a minor in Education.

Requirement for Degree of Bachelor of Arts with a major in Theory:

43-47 semester hours, including 1, 2, 20, 21, 24, 26, 27, 32, 44, four semester hours in upper division courses in music literature and sufficient piano study to attain level 6.

All candidates for this degree are expected to participate in at least one ensemble each semester, with or without credit. In addition, all candidates will complete a special project in musical research, analysis or composition during their senior year, the results of which will be shared publicly through a recital, lecture or lecture-recital.

Requirement for Degree of Bachelor of Arts with a major in Applied Music:

51-52 semester hours, including 1, 2, 17 (voice majors only), 20, 21, 26, 27, 32; four semester hours in upper division theory or music literature, and sufficient study in the chosen field of applied music to attain level 10 (normally achieved by 16 semester hours of study). All candidates for this degree are required to present a senior recital on their major instrument (with or without 1 hour credit). In addition, all candidates are expected to participate in at least one ensemble each semester, with or without credit.

Students majoring in music must obtain the permission of their applied music instructor before participating in any solo performance not sponsored by the department.

Requirement for Minor:

15 semester hours, including 1, 23, sufficient study in chosen field of applied music to attain level 4, 2 semester hours of ensemble and 2 semester hours of electives in music.

Theory and Composition

LOWER DIVISION:

1. Basic Musicianship I. **5 hrs.**
Review of mechanics and music fundamentals. An integrated study of basic musical units through development of individual skills in music listening, performance, composition, analysis and criticism, incorporating the principles of comprehensive musicianship. Class meets five hours per week.

2. Basic Musicianship II. **5 hrs.**
Continues Music 1. Class meets five hours per week. *Prerequisite:* Music 1.

UPPER DIVISION:

20. Advanced Musicianship I. **5 hrs.**
Continues Music 2. Class meets five hours per week. *Prerequisite:* Music 2.

21. Advanced Musicianship II. **5 hrs.**
Continues Music 20. Class meets five hours per week. *Prerequisite:* Music 20.

22. Advanced Musicianship III. **5 hrs.**
Continues Music 21. Class meets five hours per week. *Prerequisite:* Music 21.

24. Counterpoint. **2 hrs.**
Study of the tonal counterpoint of the eighteenth and nineteenth centuries with emphasis on Bach. *Prerequisite:* Music 21.

History and Literature

LOWER DIVISION:

4. Introduction to Music for the Non-Music Major. **2 hrs.**
A course designed to assist students not majoring in music to develop an understanding and appreciation of concert music through directed group listening.

15. Introduction to Hymnology. **2 hrs.**
A study of the hymns of the Christian church.

UPPER DIVISION;

23. Music Appreciation for the Music Minor. **2 hrs.**
A study of selected music literature designed as a continuation of Music 1. *Prerequisite:* Music 1.

26, 27. History of Music. **Each 3 hrs.**
Study of the development and social background of musical composition and performance. Music 26 follows this development to 1750; Music 27, since 1750. *Prerequisite:* Music 21 or consent of instructor.

29. Survey of Church Music. **3 hrs.**
A survey of the organizational aspects of a multiple choir program, incorporating an introduction to the liturgies of the major denominations; e.g. Roman, Eastern, Lutheran, Anglican and major Protestant confessions. The survey will include methods and materials related to children's choirs, youth choirs, adult choirs, handbell choirs, service playing, choir mother guilds and staff relationships.

35. Literature of Piano Music. **2 hrs.**
Literature for piano, covering various styles and principal works from the early keyboard composers of the seventeenth century to the twentieth century, from the standpoint of teaching and aesthetic value. *Prerequisite:* consent of instructor.

36. Literature of Instrumental Music. **2 hrs.**
Literature for solo instruments, chamber music, and orchestra from the standpoint of teaching and aesthetic value. *Prerequisite:* consent of instructor.

37. Literature of Vocal Music. **2 hrs.**
A study of typical works for solo voice representing various styles and periods of musical compositions. *Prerequisite:* consent of instructor.

38. Literature of Choral Music. **2 hrs.**
A survey of the literature of choral music, including anthems, cantatas, and oratorios. *Prerequisite:* consent of instructor.

39. Literature of Organ Music. **2 hrs.**
A survey of literature for organ, from the sixteenth century to the present. *Prerequisite:* consent of instructor.

Ensemble

49. Section 1. Instrumental Ensemble. **Each 1 hr.**
Study and performance of works for groups and solo instruments.

Section 2. Instrumental Ensemble (Jazz). **Each 1 hr.**
Admission by audition.

Section 3. Vocal Ensemble. **Each 1 hr.**
Study and performance of works for groups of solo voices. Admission by audition.

Section 4. Choir. **Each 1 hr.**
Study and performance of choral literature, a cappella and with accompaniment, for mixed voices. Admission by audition.

Section 5. Band. **Each 1 hr.**
Study and performance of music for band.

Applied Music

Applied Music study is based on a system of proficiency levels. Each entering freshman is assigned a level on the basis of an audition and interview, with the normal expectation of advancement of one level per semester. Mimeographed level descriptions are available in each area of applied music.

The minimum level requirements for graduation in each of the music curricula are: Bachelor of Music Education: Level 8; Bachelor of Arts in Applied Music: Level 10; Bachelor of Arts in Theory: Level 6 in piano.

The minimum level requirement for a music minor is Level 4 in chosen area.

Although applied music requirements are stated in terms of specific proficiency levels, the schedule of normal advancement toward the desired goal may be measured in terms of semester hours of study. To earn one semester hour of credit in applied music, a student must practice a minimum of five hours per week for one semester, in addition to thirty minutes per week of individual instruction, and must make satisfactory progress.

To earn two semester hours of credit in applied music, a student must practice a minimum of ten hours per week for one semester, in addition to sixty minutes per week of individual instruction, and must pass satisfactorily the semester jury examination, unless exempted by the music faculty.

To earn three semester hours of credit in applied music, a student must have attained at least a Level 5, practice a minimum of fifteen hours per week for one semester, and must pass satisfactorily the semester jury examination, unless exempted by the music faculty.

Students majoring in applied music are required to earn credit in their chosen field of applied music at the rate of at least two hours per semester while in college.

To earn credit in Applied Music during a summer term, a student must complete as many hours of practice, and must have as many hours of instruction, as are required above for the same amount of credit earned on the semester basis. Students are accepted for applied study as faculty loads permit in the following order of priority: music majors, music minors, non-majors currently participating in a departmental ensemble, others.

51. Baritone Horn, Tuba. **1-3 hrs.**

52. Bassoon. **1-3 hrs.**

53. Cello, String Bass. **1-3 hrs.**

54. Clarinet. **1-3 hrs.**

55. Cornet-Trumpet. **1-3 hrs.**

56. Flute, Piccolo. **1-3 hrs.**

57. French Horn. **1-3 hrs.**

58. Oboe, English Horn. **1-3 hrs.**

59. Organ. **1-3 hrs.**

60. Piano. **1-3 hrs.**

61. Saxophone. **1-3 hrs.**

62. Trombone. **1-3 hrs.**

63. Violin, Viola. **1-3 hrs.**

64. Voice. **1-3 hrs.**

65. Junior Recital (Half). **1 hr.**
Prerequisite: Level 8.

66. Senior Recital (Full). **1 hr.**
Prerequisite: Level 10.

Music Education

LOWER DIVISION:

6, 7. Introduction to the Fundamentals of Voice. **Each 1 hr.**
Class instruction in the development and basic techniques of the singing voice. Designed for non-voice majors in Music Education. Two periods weekly.

8, 9. Introduction to Woodwind Instruments. **Each 1 hr.**
Class instruction in the fundamentals of the various woodwind instruments. Limited to music majors and minors. Two periods weekly.

10, 11. Introduction to Brass Instruments.
Each 1 hr.
Class instruction in the fundamentals of the various brass instruments. Limited to music majors and minors. Two periods weekly.

12, 13. Introduction to Stringed Instruments.
Each 1 hr.
Class instruction in the various orchestral instruments of the string family. Limited to music majors and minors. Two periods weekly.

14. Percussion. **1 hr.**
Class instruction in the various instruments of the percussion family. Limited to music majors and minors. Two periods weekly.

16. Introduction to Marching Band Techniques.
1 hr.
A study of marching fundamentals, band pageantry, football show planning, charting of maneuvers, and selection and adaptation of music for the marching band.

17. Introduction to Diction. **1 hr.**
An introduction to French, German, and Italian diction. *Required in freshman year of all voice majors.*

18. Introduction to Music Education for the Classroom Teacher. **2 hrs.**
A study of music fundamentals, including rhythm, melody, harmony, timbre and form. Also included are mechanics of notation, sight singing, work with melody and rhythm instruments and simple chordal accompaniments at the keyboard.

19. Music Methods and Materials for the Classroom Teacher. **2 hrs.**
Continuation of first semester work in music fundamentals as needed. Exploration of various music series books and other resources. Cultivation of an awareness of the contribution of music to society and the development of desirable objectives for the music program in each grade level. *Prerequisite:* Music 18 or permission of instructor.

UPPER DIVISION:

28. Conducting. **3 hrs.**
A study of the techniques of instrumental and choral conducting, rehearsal techniques and procedures. The course is designed to introduce the instrumental conductor to choral techniques and the choral conductor to instrumental techniques. *Prerequisite:* Music 21 or consent of instructors.

41. Elementary Music Education for the Music Specialist. **4 hrs.**
The study of various philosophies of music education and their application in the use of singing, listening, rhythmic and creative activities to achieve the objectives of elementary school musical growth. Lab. *Prerequisite:* Admittance to the teacher education program and approval of music faculty.

42. Secondary Music Education for the Music Specialist. **3 hrs.**
The study of the middle school — junior high student and the types of programs which prepare him to be a consumer of music, as well as the study of instrumental and vocal programs on the secondary level, including concert and marching band, orchestra, high school choir, madrigal group, and elective music courses. *Prerequisite:* Admittance to the teacher education program and approval of music faculty.

44. Special Topics.
A course in independent study pointed toward inquiry, research or a formally structured pursuit of a specific topic or topics in music, or possibly involving interdisciplinary reference. This course is not considered the equivalent of any required course in the department. Registration would be the same as for applied music, and would count as such in the instructor's teaching load. *Credit:* one, two, three or four semester hours. Course may be repeated until the maximum of four hours is earned. The title of each special topic for which credit is earned will be listed on the student's permanent record card. *Prerequisite:* Approval of instructor and departmental chairman.

Master of Arts in Teaching

The Master of Arts in Teaching program with an emphasis in Conducting incorporates the following courses which are normally offered at the graduate level. Full information on the M.A.T. curriculum appears in the Master of Arts in Teaching section under the Department of Education.

70. Advanced Conducting. 3 hrs.
An in-depth study of the manual techniques of conducting, rehearsal techniques and procedures. The course is designed to introduce the instrumental conductor to choral techniques and the choral conductor to instrumental techniques.

71. Score Reading and Preparation. 3 hrs.
A course emphasizing the techniques of reading and analysing symphonic, choral, wind band and other scores from the initial reading of a score through to a hypothetical performance.

72. Performance Practice. 3 hrs.
A survey of vocal and instrumental performance from the Renaissance through the Baroque period, with particular emphasis upon the question of vocal and instrumental sound, articulation and ornamentation.

73. Survey of Wind Band and Ensemble Literature. 3 hrs.
A course involving the study of original wind literature from the Renaissance to the present with emphasis on the use of the literature in the school instrumental curriculum.

74. Advanced Choral Literature. 3 hrs.
A survey of choral literature from the Renaissance to the present with particular emphasis upon major examples from the various choral genres.

75. Seminar in Conducting. 3 hrs.
A seminar addressing itself to particular conducting problems of individual works. Emphasis is placed upon giving students an opportunity to develop their strengths and weaknesses.

76. Music Theory Seminar. 3 hrs.
A study of the theoretical bases of music in a variety of styles and the appropriate application of these bases in music education.

77. Music in the Classic and Romantic Periods. 3 hrs.
A survey of music composed between 1750 and 1900, with emphasis on the development of important genres such as opera and the symphony.

Nursing

Roy, Bryant, Campbell, Craven, Farthing, Godsey, C. Hinkle, Jackson, Kauffman, McCollum, McKinney, D. Moore, B. Piper, TenBrink

The goal of the nursing faculty is to provide an educational program which graduates a nurse generalist, competent to use the nursing process in professional practice and possessing a foundation for graduate study in nursing.

Admission:

Qualified high school graduates may be accepted by the College as pre-nursing majors. Recommended high school studies include chemistry, biology, English, mathematics, and physics.

Freshmen who wish to apply in nursing must, during the second semester, file with the Nursing Department for admission to the clinical component of the program the following fall. Admission is based on academic ability determined by a grade point average of 2.25 or higher, a grade of "C" or higher in each prerequisite support course, and satisfactory completion of the pre-professional nursing course. Personal qualifications will be evaluated by a committee of the nursing faculty.

Admission with Advanced Standing:

Applications for admission with advanced placement in nursing will be assessed by a committee of the nursing faculty, whose recommendations will guide the Admissions and Registrar's Offices. Registered nurses who are graduates of associate degree and diploma schools may earn credits through challenge examinations for such nursing courses as the committee may designate. Neither the Admissions Office nor the nursing faculty can estimate the time required for completion of the Wesleyan program until a tran-

script of previous work and descriptions of the courses taken are submitted and evaluated.

Admission of students who were deficient at the end of the freshman year but met the requirements subsequently, as well as readmission of students who discontinued the program because of unsatisfactory grades, will be evaluated on an individual basis and, in all cases, be subject to space available.

Program:

The program is structured for completion in four academic years. Students carry a heavy academic load during the freshman and sophomore years, and some find it difficult to invest the time and effort needed to succeed in the program. Those students and others who find the natural sciences and mathematics difficult are urged to take steps to lighten their class loads during the first two years. The development of cognitive skills is the hallmark of a baccalaureate program; hence emphasis must be placed on developing a solid knowledge base and the ability to use it.

It should be noted that not all courses are offered each semester, so that an unsatisfactory grade in a requisite nursing or support course may mean that degree requirements can not be met in four academic years.

Resources:

Middleton Hall, a modern, well-equipped building designed for the Nursing Department, provides faculty offices, class and seminar rooms, as well as skills and audio-visual laboratories. Nursing students have clinical laboratory experience in a variety of settings, including small community hospitals and nursing homes as well as larger more sophisticated acute care institutions. Responding to current trends in health care, nursing in health promotion and maintenance is emphasized and utilizes a wide variety of community resources such as county health department, home health care agencies, and community mental health agencies. The health care institutions and agencies in Buckhannon, Clarksburg, Elkins and Weston provide a broad spectrum of clinical learning experiences.

Requirement for Major:

Nursing courses (51 credits), natural and behavioral sciences (39 credits) which provide the knowledge foundation on which the clinical nursing courses are built, plus the remaining general studies required of all candidates for the baccalaureate degree. Approximately fifteen elective credits complete the 128 required for graduation.

0. Preprofessional Nursing. 1 hr.
An introduction to the nursing program at West Virginia Wesleyan College. The historical development and social forces which have led nursing to its current status are discussed. The nursing process, the scientific method of inquiry, and the multiplicity of roles in nursing are presented. The relationship of nursing to man, society, health, and the health care system are included.

1. Nursing I. 5 hrs.
Theory 3 hrs.
Clinical Experience 2 hrs.
This course focuses on the normal health status of individuals, families, and communities. Emphasis is given to the development of basic nursing concepts and skills as applied to any area of nursing practice. Theory and clinical are concurrent.

2. Nursing II. 5 hrs.
Theory 3 hrs.
Clinical Experience 2 hrs.
Nursing II is a continuation of Nursing I, building onto and adding principles and concepts relating to individuals and families throughout the life cycle. Major emphasis is placed on the nursing process as it relates to the needs and adaptation of the procreative family. The developmental tasks of the client as he adapts to physiological and psycho-social change provide the framework within which the student identifies human needs. Theory and clinical are concurrent.

3. Nursing III. 10 hrs.
Theory 7 hrs.
Clinical Experience 3 hrs.
Nursing III is directed toward a holistic client approach throughout the life cycle. Emphasis is on assessing biopsychosocial change and the utilization

of the nursing process in the promotion and restoration of the clients' and families' adaptive responses to these changes. The focus is on the specific human needs of oxygen and mobility. Theory and clinical are concurrent.

4. **Nursing IV.** **10 hrs.**
   Theory 7 hrs.
   Clinical Experience 3 hrs.

Nursing IV is a continuation of Nursing III, building onto and adding principles and concepts relating to biopsychosocial changes of individuals and families throughout the life cycle. The emphasis is on the use of the nursing process in the promotion and restoration of the clients' and families' adaptive responses to the changes which cause problems in the specific human needs of internal regulatory mechanisms, nutrition, elimination, proper sensory function, proper protective mechanisms and sexual role satisfaction. Theory and clinical are concurrent.

5. **Nursing V.** **9 hrs.**
   Theory 5 hrs.
   Clinical Experience 4 hrs.

This course is designed for the student to utilize the nursing and research processes in the care of client, individual, family or community — who is viewed in a constant state of interaction with all internal and external factors. Because of the interrelationship of psychological, biological, social, spiritual, and cultural forces, a holistic approach is used in planning nursing intervention. Concurrently, clinical activities are designed to provide opportunities for independent judgment and decision making in a variety of settings.

6. **Nursing VI.** **9 hrs.**
   Theory 5 hrs.
   Clinical Experience 4 hrs.

This course is a continuation of Nursing V with the emphasis on role transition from student to professional practitioner of nursing. Through integration and synthesis of previously acquired knowledge from support and nursing courses, the student will demonstrate competence required of a beginning practitioner of nursing. Clinical application of theory is implemented concurrently in a variety of settings.

7. **Nursing VII.** **1 hr.**

This course is designed in a seminar format to focus on the multiplicity of nursing roles. Past, present, and future issues in nursing are examined and possible solutions are explored through the application of the nursing process.

8. **Nursing VIII.** **1 hr.**

A continuation of Nursing VII.

Philosophy

Mow, Keating

Studies in philosophy engender competencies in reasoning, in inquiry into values, in critical thinking, and in the formulation of individual constructive views about one's life, beliefs, and work. Such abilities are valuable for many professional careers in the law, the ministry, business, public policy and higher education.

The department considers the love of wisdom to be a liberating discipline that is relevant to each other body of knowledge, theoretical and practical. It presents the major perspectives of philosophy, both historical and contemporary, including empiricism, naturalism, pragmatism, idealism, existentialism, and analysis. Majors in the department have been readily admitted to the best graduate schools in philosophy; they have also found philosophy fruitful for fields of study other than graduate philosophy programs and for careers in diverse areas.

Requirement for Major:

Twenty-seven semester hours in the department including 32 or 33; 10 or 11 or 15; 20, 21, and 22; 44.

Requirement for Minor:

Eighteen semester hours in the department including one logic course, one from 10-19, and one from 20-29.

5. Problems of Philosophy. 3 hrs.
An introduction to problems in values, knowledge, and reality, and methods of analysis, criticism, and constructive reasoning. *Not open to seniors.*

10. Ethics. 3 hrs.
Values as related to the practical reasoning about what one does; problems in the justification of moral principles; applications to case problems in business medicine, politics; and inquiry into what one lives one's life for.

11. Christian Ethics. 3 hrs.
Philosophical examination of issues in religious ethics, with special attention to the analysis of the concept of love and to justifications based on the divine nature; application to cases both in personal conduct and in society.

15. Aesthetics. 3 hrs.
The philosophy of the arts and the foundations of art criticism. Examination of interpretations of the nature of art, of creativity, of aesthetic experience, of symbolism, and of beauty.

20. Classical Philosophy. 4 hrs.
Some major themes in the early history of philosophy from the pre-Socratics, through Plato and Aristotle, Hellenism, and Christian philosophical theology in Augustine, Aquinas, Scotus, and others. Emphasis on realism about universals and on the objectivity of value.

21. Modern Philosophy. 4 hrs.
The history of philosophy continued from the Renaissance through the eighteenth century, with emphasis on the British empiricists and continental rationalists. Special attention to theories of the relation of mind to body and to the problem of perception, as they lead to the Kantian solution.

22. Recent Philosophy. 4 hrs.
The history of philosophy in the nineteenth and twentieth centuries, with attention to the concept of the person in idealism and existentialism, and to the challenge of positivism and the rise of analytic methods which supersede that doctrine.

23. Oriental Philosophy. 3 hrs.
A survey of representative philosophical schools in India and China, including Hindu, Buddhist and Confucian epistemology and metaphysics, with emphasis on the concepts of personal identity and on principles of human relations.

30. Philosophy of History. 3 hrs.
Inquiry into the major philosophies of history, both speculative and analytic; problems in values emphasized in the context of the interpretation of the meaning of the human experience. *Not open to freshmen, except by permission of the instructor.*

31. Philosophy of Mind. 3 hrs.
Analysis of some particular features of thinking such as intending, conceiving, imagining, remembering, and deciding. Can I feel your pain? Does physics describe all the things there are in the world, or does thinking involve things the laws of physics do not cover? *Not open to freshmen, except by permission of the instructor.*

32. Reason and Communication. 3 hrs.
A study of informal logic and the philosophy of communication with emphasis on detecting fallacies. Review of issues in the theory of meaning as related to the functions of language, and attention to the ethics of persuasion. *Not open to seniors, except by permission.*

33. Formal Logic. 3 hrs.
Formal symbolic logic. How do we tell if the premises of an argument entail its conclusion? Using the techniques of mathematics a symbolism and procedure is developed to answer this question and to explore the nature of the question itself. Does not meet general studies requirements if elected in place of a course in mathematics. *Not open to freshmen, except by permission of the instructor.*

34. Philosophy of Religion. **3 hrs.**
Analysis of problems arising in Christian frameworks of thought, such as the problem of evil, the existence of the traditional God, the meaning of religious language, and the relation between reason, faith, and revelation; emphasis is placed on constructive solutions. *Not open to freshmen, except by permission of the instructor.*

35. Philosophy of Science. **3 hrs.**
Can scientific knowledge be built up systematically only from observations and experiments? What role do values play in science? What criteria are there to decide between competing theories about the same phenomena? *Not open to freshmen, except by permission of the instructor.*

36. Society and Values. **3 hrs.**
Social philosophy concentrating on the concepts and methods of the social sciences, with particular attention to public policy issues which involve normative considerations of justice, freedom, equality, order and human rights. *Not open to freshmen, except by permission of the instructor.*

37. Philosophy of Education. **3 hrs.**
Philosophical examination of theories of education from Plato to Dewey in the light of good aims in life and in society, with attention to the place of mind, reason, and ethics in the schools in contemporary analyses. *Not open to freshmen, except by permission of the instructor.*

40, 41. Topics. **Each 2 hrs.**
Directed readings and tutorials in selected topics. *Prerequisites:* one other course in the department and consent of the instructor.

44. Metaphysics and Epistemology. **3 hrs.**
Analysis of topics about knowledge and reality. How does thought correspond to different kinds of objects in the world? *Prerequisite:* at least one course from among 5, 20, 21, 22.

46, 47, 48, 49. Seminar. **Each 2 hrs.**
Independent study in a system of thought or on a topic. An option to write a senior thesis. Critical discussion between members of the seminar. *Prerequisite:* major or minor in the department.

Physical Science

Holloway, Finston, Hickman, Sheppard, Wiest

The Department of Physical Science is a multidisciplinary department including the areas of astronomy, geography, geology, physics, and the physical sciences for the non-science majors. The program provides for a B.A. major and a minor in physics as well as two interdisciplinary majors: a B.S. degree in engineering physics to prepare students to work in technological development; and a B.S. degree in health physics technology to prepare students to work in the area of radiation protection in nuclear power plants, hospital and governmental laboratories, and other situations in which radioactive isotopes are prepared or used.

B.A. Major in Physics:

Math and Computer Science 20, 21, 32, plus 26 semester hours of physics which must include Physical Science 11, 12, 21, 22, 35, 36, 38 (or Chemistry 45), 52. Remainder of courses may be selected from all other physics courses.

Minor in Physics:

16 semester hours of physics from the above list of courses available for the B.A. major.

B.S. Major in Engineering Physics:

Physical Science 11, 12, 21, 22, 23, 24, 31, 35, 36, 41, 42, 52; Chemistry 1, 2, 45 (or Physical Science 38); Math and Computer Science 5, 10, 13, 20, 21, 30, 35, 38, 48, (students with strong backgrounds in algebra and trigonometry may begin with Math and Computer Science 20).

B.S. Major in Health Physics Technology:

Physical Science 11, 12, 21, 22, 23, 24, 31, 44, 45, 46, 47, 52; Chemistry 1, 2, 21, 22, 25, 26, 27, 28; Biology 1, 2; Math 10, 13, 20, 21 (students with strong backgrounds in algebra and trigonometry may begin the math sequence with Math 20), English 11. Suggested electives: Chemistry 41, Biology 4, 11.

1, 2. Concepts of Physical Science. **Each 3 hrs.**
An introductory course in physical principles for non-science majors. The first semester emphasizes the classical theory of mechanics, its historical development, and its practical applications. The second semester emphasizes the modern theories of Relativity and Atomic Physics, and the frontier of current basic physical research. Consists of lectures, demonstrations and laboratory experiences. *Prerequisite:* Proficiency in basic algebra or permission of instructor.

3, 4. Physical Science for Teachers. **Each 3 hrs.**
An introductory course in the physical sciences for elementary education majors with emphasis on teaching methods. Consists of both lecture and laboratory experiences. *Open to freshmen and sophomores only.*

5, 6. Geology. **Each 3 hrs.**
A general introduction to the study of the earth including the processes operating on and within the earth. A physical and biological history of the earth.

7, 8. Astronomy. **Each 3 hrs.**
A general introduction to the study of astronomy. Composition, structure, motion and evolution of the universe. Concepts illustrated in the planetarium.

9. Coal Geology. **3 hrs.**
An introduction to geology with emphasis on the formation of coal deposits.

11, 12. General Physics. **Each 4 hrs.**
An introductory course in mechanics, heat, sound, electricity, magnetism, and light designed for the science major. Consists of both lecture and laboratory. *Prerequisites:* demonstrated knowledge of algebra and trigonometry.

21. Light and Atomic Physics. **3 hrs.**
Kinetic theory, charged subatomic particles, atomic interactions with radiation, photon mechanics and relativity, Bohr theory, quantum mechanics, quantum theory of solids. *Prerequisite:* Physical Science 12. *Corequisite:* Mathematics and Computer Science 20.

22. Light and Atomic Physics Laboratory. **1 hr.**
Experiments in physical optics, atomic absorption and emission of light, microwaves, ratio of electronic charge to mass, X-rays and crystal structure, cloud chamber, nuclear magnetic resonance. *Corequisite:* Physical Science 21.

23. Nuclear Physics. **3 hrs.**
Particle accelerators, detection of charged particles, the neutron, nuclear stability, nuclear reactions, nuclear forces, nuclear shell model, beta decay, particle physics. *Prerequisite:* Physical Science 21. *Corequisite:* Mathematics and Computer Science 21.

24. Nuclear Physics Laboratory. **1 hr.**
Experiments in detection of charged particles, detection of neutrons, detection of gamma rays, counting statistics, radiation shielding, stopping power, calibration of the long counter, calibration of the scintillation counter, semiconductor detectors, the multichannel analyzer, time-of-flight techniques, analysis of bubble chamber photographs, detection electronics. *Corequisite:* Physical Science 23.

31. Electronics. **3 hrs.**
Topics include D.C. and A.C. circuits, and characteristics and uses of semiconductor devices. A study of rectifiers, amplifiers, oscillators. Class time includes lectures and laboratory experiments. *Prerequisite:* Physical Science 12.

32. Digital Electronics. **3 hrs.**
Representation of digital information; combinational logic networks; integrated circuit technology; computer equipment; microprocessors; logical design of minicomputers. Includes lecture and laboratory. *Prerequisite:* Physical Science 31.

35. Electricity and Magnetism. **3 hrs.**
A study of electric and magnetic fields, D.C. and A.C. dielectrics. Vector notation is used. *Prerequisite:* Physical Science 12, Mathematics and Computer Science 32.

36. Theoretical and Applied Mechanics. **3 hrs.**
Vector concepts, Newtonian Mechanics, Linear Oscillations, Lagrangian and Hamiltonian Dynamics, Central-Force Motion, Dynamics of Rigid Bodies. *Prerequisite:* Physical Science 12, Mathematics and Computer Science 32.

38. Engineering Thermodynamics. **3 hrs.**
The principles and applications of thermodynamics. Topics include the first and second laws of thermodynamics, reversibility, PVT surfaces, non-ideal gas equations, enthalpy, entropy, heat engines and heat pumps, carnot cycle, efficiency, Maxwell's equations, thermodynamics of flow processes, analysis of systems. *Prerequisite:* Physical Science 12, Mathematics and Computer Science 21.

41. Material Science. **3 hrs.**
Crystal structure, crystal defects, stress, strain, theories of hardness, theories of failure, basic principles of metallurgy. *Prerequisite:* Physical Science 12. *Corequisite:* Mathematics and Computer Science 30.

42. Solid State Physics. **3 hrs.**
Thermal, optical, and electronic properties of solids. Semiconductive devices including transistors, tunnel diode, semiconductor laser, and the LED. Magnetism, magnetic resonance and superconductivity. *Prerequisite:* Physical Science 21, 41.

43. Solid State Laboratory. **1 hr.**
Properties of intrinsic and extrinsic crystals are measured. Experiments to be performed include: X-ray spectrometry of crystals, the Hall effect, pure and doped crystals; magnetic resonance, Mossbauer spectrometry, superconductivity. *Prerequisite:* upper class standing.

44, 45. Health Physics. **Each 3 hrs.**
Radioactivity, interaction of radiation with matter, radiation quantities and units, stopping power, range-energy relationships, counting statistics, shielding, dosimetry, waste disposal, criticality prevention, radiation biology and ecology. *Prerequisites:* Physical Science 22, Mathematics and Computer Science 20, 21.

46, 47. Health Physics Laboratory. **Each 2 hrs.**
A laboratory designed to teach the practical aspects of health physics. Includes experiments in instrumentation, dosimetry, radiation control techniques, medical health physics, environmental monitoring, handling emergency situations and applied health physics. *Corequisites:* Physical Science 44, 45.

51. Special Topics. **1-3 hrs.**
The study of selected areas of physics such as Quantum Mechanics, Thermodynamics or Optics. *Prerequisites:* Physical Science 12, Mathematics and Computer Science 21.

52. Seminar. **1 hr.**
Majors in the Physical Science Department will select a topic on which to pursue research. This may include a literature search, a theoretical calculation or laboratory research. A paper will be submitted and an oral presentation will be given. The research is expected to represent some originality. Required of and restricted to seniors majoring in the department.

Psychology

Richard Calef, Ruth Ann Calef, Hiedemann, E. Piper

It is the purpose of this department to aid the student in adjustment to himself and others and in the acquiring of a liberal education, and to provide preparation for graduate study in the form of basic mastery of content, the scientific method and in independent study.

Requirement for Major:

The Psychology department has two major tracks. Track I is designed for psychology majors who do not plan to do graduate work in psychology. It consists of the following course requirements:

Psychology 1	3 hrs.
Psychology 9 (Tests and Measurements)	3 hrs.
Psychology 11 (Experimental)	4 hrs.
Psychology electives	14 hrs.
	24 hrs.

Track II is designed for students who want a departmental recommendation for graduate school in psychology. It consists of:

Psychology 1	3 hrs.
Psychology 2 or 4	4 hrs.
Psychology 10 (Physiological)	3 hrs.
Psychology 12 (Experimental) and 21	8 hrs.
Psychology 17 (History of Psychology)	3 hrs.
	24 hrs.

In most cases, students should choose their major track by the first semester of their sophomore year.

Requirement for Minor:

15 semester hours in the department, including Psychology 1.

1. General Psychology. 3 hrs.
A survey of basic concepts in psychology including physiological mechanisms, motivation, learning, personality, testing, abnormal behavior and psychotherapy, development, social processes and intelligence.

2. Perception and Information Processing. 4 hrs.
An introduction to major issues in sensation, perception, psychophysics, and human information processing. Laboratory sessions provide experience with perception research. *Prerequisite:* Psychology 1.

3. Child and Adolescent Psychology. 3 hrs.
The course is designed to acquaint the student with the changing psychological patterns of behavior that occur between conception and maturity. *Prerequisite:* Psychology 1.

4. Learning and Memory. 4 hrs.
An introduction to current developments in cognitive psychology, including attention, pattern recognition, the memory systems, psycholinguistics, problem solving, and thinking. Laboratory sessions provide experience in cognitive research. *Prerequisite:* Psychology 1.

5. Business and Industrial Psychology. 3 hrs.
Designed to help students to understand, to appreciate and to apply basic psychological processes relevant to administration and organization in business and industry. This course is designed for students in Business Administration and may be credited toward a major in the field. *Prerequisite:* Psychology 1.

6. Social Psychology. 3 hrs.
A survey of theory and research regarding social influences on individual behavior and the application of these findings to selected social issues, such as child-rearing practices, group dynamics, racial and sex stereotyping, and social conflict. Lectures and discussion. *Prerequisite:* Psychology 1 or Social Science 1.

7. Psychology of Personality. 3 hrs.
A survey of methods, findings, and theories relating to the psychology of personality. Personality development, motivation, influences that contribute to adjustment and maladjustment; varieties of adjustive behavior, and influence of cultural forces. *Prerequisite:* Psychology 1.

8. Abnormal Psychology. 3 hrs.
Under discussion will be basic concepts of abnormality with particular emphasis on the major psychoses, psychoneurotic reactions, and psychosomatic complaints. *Prerequisite:* Psychology 1.

9. Psychological Tests and Measurements. 3 hrs.
Theory of psychological measurement, methods of evaluating tests, review and practical application of the most commonly used psychological tests. *Prerequisite:* Psychology 1.

10. Physiological Psychology. 3 hrs.
Structure and function of the nervous, sensory and muscular system; their roles in emotion, motivation, learning and behavioral disorders; regulatory mechanisms and effects of drugs and environmental agents on functioning. *Prerequisite:* Psychology 1.

11. Experimental Psychology. 4 hrs.
An introduction to experimental methods in psychology emphasizing practice in formulating and investigating research problems, developing skill in writing scientific reports and applying learning principles in the laboratory setting. *Prerequisite:* Psychology 1.

12. Experimental Psychology. 4 hrs.
A survey of the theories and research in learning and motivation. An experimental project and review of the literature in a specific area of research will be required of the student as well as laboratory experience in instrumentation. *Prerequisites:* Psychology 1, 21.

13. Human Relations Training. 3 hrs.
A practicum designed to provide supervised first-hand experience in interpersonal communication. In-

tended primarily for students planning to enter the counseling or personnel fields, this course seeks to develop skills in attentiveness to verbal and non-verbal cues in identifying and understanding other people's feelings. *Prerequisite:* Upper level course work in Psychology.

14. Psychology of Religion. **3 hrs.**
An in-depth study of primary source readings of various psychological interpretations of religion, this class employs a seminar format, with classroom reports and discussion. Includes material from both Western and non-Western religion.

15. Behavior Modification. **3 hrs.**
The application of the learning and motivation principles of Skinner, Pavlov, Hull and Wolpe to abnormal psychology, mental retardation, education, industry and life in general. Beneficial to people who wish to pursue some avenue of counseling, or have intention of working in hospitals or clinics. *Prerequisite:* Psychology 1.

16. Readings in Psychology. **1-4 hrs.**
Directed readings and/or laboratory research in areas approved by the department. Conferences. Open only to juniors and seniors majoring or minoring in psychology with a 2.50 grade point average.

17. History of Psychology. **3 hrs.**
Developmental trends in the history of psychology. Growth of major schools of thought, and evolution of leading concepts. A critical appraisal of the major trends in contemporary psychology. (Course designed for psychology majors.) *Prerequisite:* Psychology 1 and upper class status.

18, 19. Honors Seminar. **Each 2-3 hrs.**
An advanced research course designed to stimulate scholarship in psychology. Individual projects involving an interdisciplinary approach may be conducted. Seniors registering for the full course load will be expected to complete an honors thesis, to show unusual promise in the behavioral sciences, and to manifest a high degree of individual initiative in research. Open only to juniors and seniors who are majoring in psychology and have the consent of the department. *(Consult Departmental Handbook for details).*

20. Theories of Counseling. **3 hrs.**
This course presents the major contemporary theoretical approaches to counseling. Methods of counseling derived from each theory are presented in lectures and demonstrations. The course may be of interest to students who are considering careers in clinical, counseling or school psychology, psychiatry, social work, guidance, or pastoral counseling. *Prerequisite:* Psychology 1.

21. Statistics and Methodology in the Behavioral Sciences. **4 hrs.**
Components of research design, scales of measurement, descriptive statistics, probability, and inferential statistics with emphasis on relating statistical techniques to general strategies of research in the social sciences, including laboratory with complete applications.

22. Readings in Specified Topics. **1-4 hrs.**
Readings with related projects in such areas as anxiety management, assertiveness training, weight control are scheduled with the Counseling Center. *Open to all students.*

32. Comparative Psychology. **3 hrs.**
The study of animal behavior viewed from conceptual framework of comparative psychology and ethology. Areas include comparative and ethological methods, fixed-action patterns, imprinting and critical periods, biological constraints on behavior and conditioning, species specific defense reactions and aggression, social organization, and a sampling of human ethology. Opportunities for student research. *Prerequisites:* Psychology 1 and either Psychology 2, 4, 10, 11 or 12.

Religion

Bercovitz, Gurdak, Holmes, Welliver

The courses in Religion contribute to education in the humanities through their consideration of man in terms of his religious insights, commitments and traditions. Such study of religion encompasses scriptural foundations, historical development, theological reflection and social-cultural expression. In keeping with the tradition of the College, Christi-

anity receives particular attention as a basis for understanding the heritage of the Western world.

The major or minor is appropriate for persons preparing for professional theological study or church-related vocations. However, it is recommended for any student interested in man and his cultural development.

Requirement for Major:

25 semester hours beyond the introductory course (1, 2), including 3, 10 or 11, 12 or 13, 20, 25 or 26, and 35. Students anticipating a major, should elect 1, 2, or 10 (with permission of the instructor) as their initial course. Seniors must complete a comprehensive examination.

Requirement for Minor:

15 semester hours

1. Introduction to Religion. 3 hrs.
Basic religious questions; exploration of religious approaches to questions of truth, value judgments, and problems of personal and social existence.

2. Introduction to the Bible. 3 hrs.
A study of the Biblical literature, its origin in the Jewish and Christian communities, and the literary and cultural developments involved in its emergence as the norm of faith for those communities.

3. The Christian Tradition. 3 hrs.
A study of ideas and movements in Christianity; selected thinkers in the early and medieval periods of the church; the Reformation; Catholicism and Protestantism in the modern world.

4. Religion in America. 3 hrs.
Studies in the thought and forms of religious expression as they emerged within various aspects of American culture, including consideration of the mutual influence of religious and social institutions. Special attention given to recent developments in the church, ecumenical and nondenominational movements.

10. Old Testament Studies I. 3 hrs.
An examination of the history and religion of Israel in the pre-exilic period, with special attention given to Biblical perspectives and methods of study. This course is intended for majors and others planning additional study of the Bible. *Prerequisite:* one course in the department or permission of instructor.

11. Old Testament Studies II. 3 hrs.
Selected groups of Old Testament writings — prophets, psalms, wisdom and apocalyptic literature — beginning at the time of the exile. *Prerequisite:* 2 or 10.

12. New Testament Studies I. 3 hrs.
The mission and message of Jesus as presented in the Synoptic Gospels; methods of interpretation. *Prerequisite:* 2 or 10.

13. New Testament Studies II. 3 hrs.
Early Christian faith and life, studies in writings selected from Pauline letters, Acts, Johannine literature, later epistles or Revelation. *Prerequisite:* 2 or 10, or 12.

14. Religious and Cultural World of the Bible 3 hrs.
Examinations of religious and ethical ideas of the Biblical period. Selections will be made from materials from the Near East relevant to the Old Testament, intertestamental literature, or Jewish and Hellenistic background to the New Testament. *Prerequisite:* 2 or 10. *(Offered in alternate years.)*

15. Major Themes in Biblical Thought. 3 hrs.
Study of selected ideas in Biblical theology — such as man, sin and suffering, creation and world, faith, revelation, Christ and salvation, covenant, church and kingdom of God. *Prerequisite:* 2 or 10. *(Offered in alternate years.)*

20. Basic Christian Faith. 3 hrs.
An introductory study of basic elements of Christian theology. Emphasis is placed on the situation and interpretation of the Christian faith in the modern world. *Prerequisite:* one course in the department.

21. Modern Christian Thought. 3 hrs.
A comparison of several major systems of Christian theology and the exploration of some contemporary trends. The course is designed to show the broad divisions in theology and to introduce significant current issues. *Prerequisite:* one course in the department.

22. Religion and the Social Order. **3 hrs.**
A study of the interaction of religion and social forces, including the role of religion in society; religion and social change; and ethical perspectives. *Prerequisite:* one course in the department.

23. Christianity and Modern Civilization. **3 hrs.**
A survey of the inter-relationships between Christianity and modern civilization including science, education, art, and literature. *Prerequisite:* one course in the department. *(Offered in alternate years.)*

24. Major Religious Thinkers. **3 hrs.**
Studies in the history of religious thought. The course will examine significant thinkers, trace a major religious concept in several historical expressions or investigate a period of special religious importance. The subject matter will vary from year to year. *Prerequisite:* one course in the department.

25. Great Living Religions I. **3 hrs.**
An examination of non-Western religious movements in their historical and cultural contexts, with primary attention to the Hindu and Buddhist traditions. *Prerequisite:* one course in the department or permission of instructor.

26. Great Living Religions II. **3 hrs.**
Studies in the religions of the Far East and Middle East. *Prerequisite:* one course in the department or permission of instructor.

30. Special Topics in Religion. **Each 1-3 hrs.**
Inquiry into selected issues in the field of religion or problems of interdisciplinary scope, pursued through special reading-research projects or seminar. The subject matter will vary from year to year. *Prerequisite:* Permission of the instructor.

35. Senior Colloquium. **1 hr.**
A discussion of methodology and issues in religious studies, toward integrating the student's work in the department. Open to senior majors only.

Greek

40, 41. New Testament Greek. **Each 3 hrs.**
Elementary Hellenistic Greek grammar oriented toward the reading of the Greek New Testament. This course may not be counted toward general education in religion or included in the minimum hours required for a major or minor. *(Offered in alternate years).*

42, 43. Readings in New Testament Greek. **Each 1-3 hrs.**
Additional experience in translation and in using resources for philological study of the New Testament. *Prerequisite:* 40, 41. *(Offered in alternate years).*

Sociology and Anthropology

Warner, Bright, Olson, Peterson, Taplin, Vernal

The Sociology and Anthropology Department assists students in developing their understanding of the general character of human relationships, and the specific nature and processes of group life and interaction. In addition to the traditional major in the department, students may seek majors in the three human services curricula or the regional development curriculum. Students majoring in the department are prepared for graduate programs if they should choose such, but if not, they are prepared for careers in which they can work with people.

Requirement for Major:

25 semester hours including 1, 2, 29, 52, and 59. Psychology 6 may be credited toward the major. The department strongly recommends that majors elect at least one course in each of the other social sciences. Students planning graduate study should elect a course in statistics and computer programming.

Requirement for Minor:

15 semester hours, including 2 and 52.

Requirement for Minor in Anthropology:

15 semester hours, including 1, 41, 42 and 49. January Term courses in Magic, Witchcraft, Cults and Religions, and 3 semester hours of Native American Studies (a summer course), as well as Readings and Special Projects in Anthropology may be credited toward the minor.

Regional Development Major:

For a description of the Regional Development major, see page 63. The major is offered through the Department of Sociology and Anthropology.

The Human Services Curricula:

The department offers three career-oriented majors, all stressing work in various departments in the Division of Social Sciences. For a description of the Social Welfare, Youth Services, and Rehabilitation majors, see pages 59-63.

1. Introduction to Anthropology. **3 hrs.**
An investigation into human differences and similarities through time and space and an examination of the interaction of biological, cultural and ecological factors in the development of humans and their extremely diverse life styles. Archaeology, linguistics, physical anthropology and cultural anthropology are introduced together with topics such as marriage, kinship, economic systems, political organization, subsistence systems, technology, religions and cultural change.

2. Principles of Sociology. **3 hrs.**
An introduction to the traditions, concepts, and methods of social inquiry. The course examines man's highly structured organizational and institutional life, and his more transitory collective behavior. Social processes such as socialization, culture creativity, conflict and change are also treated.

11. Appalachian Studies. **3 hrs.**
The study of a rural, depressed region includes discussion of the role of coal in the life of the region, poverty, community life, migration, folk arts and crafts, and social change.

12. The Sociology of Change and Development. **3 hrs.**
The study of the human dimensions of societal development and change. Course includes theoretical approaches to social change and development, comparative considerations of the characteristics of underdeveloped and developing societies, and the relationship between social policy and social change.

13. Urban Sociology. **3 hrs.**
The history, growth, and impact of urban life on modern society with attention to urban problems, issues in the developing nations, and characteristics of the urban environment.

16. Social Organiation. **3 hrs.**
An examination of the dynamic patterns which emerge in man's community and organizational life. Interprets how these patterns both enable man to act and limit his freedom to act. Topics include the ways in which associations, ranging in size from small groups to large-scale formal organizations and communities, emerge, grow, and change over time. Opportunities are given for field and laboratory study of the organizational process.

21. Juvenile Delinquency. **3 hrs.**
A survey of public attitudes toward juvenile delinquency and official responses to delinquent children. The course deals with various theoretical explanations of delinquency, various "treatment" methods, as well as methods of prevention.

22. Criminology. 3 hrs.
A study of the social characteristics of the phenomenon of crime. Course includes etiology, consideration of demographic factors, the role of socialization in the structure of criminal behavior, prison life and prisonization, reform, rehabilitation, prevention, and directions for future planning. This course includes a special section on rural crime.

23. Social Inequality. 3 hrs.
Studies the process by which people are ranked in hierarchies of class, status and power. Examines the American class structure and other societal systems such as caste, estate, socialism, and meritocracy. The course analyzes the consequences of inequality for society (poverty and the "power elite"), and for individuals (life chances and life styles.)

24. Racial and Ethnic Minorities. 3 hrs.
A study of racial and ethnic minorities in the U.S.A., South Africa, Zimbabwe, the U.S.S.R., Latin America, and Gypsies of Europe. The course introduces students to major theories of racial conflict and interracial tensions throughout the world, racism, prejudice and discrimination. The course also surveys methods of reducing tensions and working toward pluralism, assimilation or integration.

25. Marriage and the Family. 3 hrs.
Study of the development of the family through its various forms in past and present, in Western and non-Western cultures; preparation for marriage; premarital norms; contemporary family patterns and relationships; parent-child relationship; family disorganization and reorganization; effects of social change on the family.

26. Population and Society. 3 hrs.
The examination of demographic processes relating to human populations, and their effects on society. The course treats issues of population composition and distribution, fertility, mortality, migration and the "growth problem." It examines techniques of population measurement and also looks at societal responses to population changes.

27. Conflict and Conflict Resolution. 3 hrs.
An overview of the theories, causes, and dynamics of social conflict, with an emphasis on conflict resolution from a sociological point of view. Examines conflicts experienced at the inter-group, inter-organizational, and international levels.

28. Sociology of Religion. 3 hrs.
Religious experience and organizational life are examined from a scientific sociological perspective. Emphasis is placed on the emergence and change of religious organizations (church-sect, etc.), their relationship to other social institutions, and the potential of religion for fostering cohesion, conflict and change in society. Includes topics such as civil religion, secularization, ecumenism, and religion and war.

29. Research Methods in the Social Sciences. 3 hrs.
The course demonstrates statistical method and interpretation, planning and developing research projects, use of computers in social research, the meaning and limits of scientific investigation, and various methods of social research. *Prerequisite:* Soc. 2 plus six hours in the department.

31. Social Welfare. 3 hrs.
Traces the historical emergence of the American Social Welfare Institution and compares it to other nations' welfare systems. Examines the structure and functions of current welfare systems with a focus on their problems and accomplishments. Forecasts future developments and looks at issues relevant to the social welfare practitioner. *Prerequisite:* Sociology 2.

32. Social Work Method and Practice. 3 hrs.
An introduction to the concepts and theories which underlie effective social work practice including theories of personality, human development, conflict, abnormal behavior, group behavior, social provision, economics, etc. The design of the course will focus on an extensive overview of theories and concepts for the purpose of developing effective techniques in casework analysis and social treatment. *Prerequisite:* Sociology 2, 31.

33. Advanced Social Work. 3 hrs.
Advanced social casework analysis with emphasis on strategies to stimulate human social growth and development; strategies for the alleviation of detrimental social conditions; and strategies for the im-

provement of individual and group social functioning. Substantial emphasis will be placed upon developing personal worker skills in interviewing, human relations, analytical and evaluative methods, the planning of action strategies, and the planning of social change. *Prerequisite:* Sociology 2, 29, 31, 32.

35. Group Dynamics. 3 hrs.
The study of various processes including interaction patterns, normative development, and leadership in small groups. Laboratory experiences give opportunity for the development of small group research techniques. Also analyzes personal growth groups and the social group work process. Priority given to majors in the department of sophomore status or above. *Prerequisite:* Sociology 2 plus 6 hours in the Department.

36. Sociology of Health. 3 hrs.
An examination of the relationship between social conditions and the factors which influence health and the development of disease. In particular, attention will be paid to the social facets of health and illness, the social functions of health institutions and organizations, the relationship of systems of health care delivery to other social systems, and the social behavior of health personnel and those people who are consumers of health care.

38. Youth Services Seminar. 2 hrs.
The seminar is designed particularly for Youth Services majors or others interested in working with young persons as a career. Major topics included are residential child care, strategies for youth services, enabling "troubled youths" to gain social skills, theories of child care, and the "spectrum and continuum of child care." *Prerequisites:* Sociology 2, Psychology 3, and Junior standing in the College. (Youth Services majors should take this class prior to attending the Merrill-Palmer Institute.)

41. Cultural Anthropology. 3 hrs.
A study of the various branches, history, scope, and organization of culture. The growth of culture, theories, universals, material culture, economic organization, social and political organization, social control, world view, linguistics, and the relation of culture to the individual are discussed. *Prerequisite:* Soc. 1 or permission of instructor.

42. Archaeology. 3 hrs.
An introduction to a scientific technique for the removal from the earth of cultural evidence concerning the activities and works of man in the past, including identification, preservation, and interpretation of such material. *Prerequisite:* Soc. 1.

49. History and Theory of Anthropology. 3 hrs.
An upper-level study of the development of Anthropology from early days to the present, looking at the major contributors and the major approaches to anthropological integration. *Prerequisite:* Sociology 1, 41, and Junior or Senior standing.

51. Readings and Special Projects in Sociology and Anthropology. Each 1-3 hrs.
This course allows professors in the department to offer, from time to time, various classes of topical interest, classes which might be offered only one time.

52. Social Theory. 3 hrs.
A review of the major sociological theorists and schools of thought from Comte to Ethnomethodology and Critical Theory. *Prerequisite:* Soc. 2 plus nine hours in the department.

59. Senior Sociology Seminar. 1 hr.
A class limited to seniors in the department, this seminar requires participants to present their "senior paper." All members of the seminar must participate fully in responding to class presentations.

Speech Communication and Dramatic Arts

Norvell, Eckles, Hopkins, C. Presar, S. Presar, Reed

The Department of Speech Communication and Dramatic Arts serves to help the student achieve effective, artistic, and creative self-expression in response to his environment. Recognizing that communication is the basis of all human interaction, the department provides speech communication and theatre experiences that may be helpful to all students.

Non-majors, as well as majors, are encouraged to benefit from a flexible program of courses and co-curricular activities. Students may consult with any departmental faculty in order to select courses which may prove most helpful in achieving individual goals.

In addition to satisfactorily completing prescribed courses, the major is required to participate in intercollegiate forensics, West Virginia Wesleyan College Theatre productions, WVWC-FM Radio, or equivalent speech and/or theatre experience. At the conclusion of each semester, the student will demonstrate competencies which indicate his preparation for advanced study in the department. A complete list of required competencies may be obtained from any faculty member in the department.

Speech Communication

Courses and co-curricular activities offered in speech communication are designed to provide theory and experiences in all aspects of interpersonal and audience-oriented transactions. Students will be provided a broad background on which to base graduate study in areas such as communication, public address, or public relations. Others may develop the knowledge and skills necessary for certain occupations in communication, business, or service-oriented fields.

Those who wish to teach will find opportunity to develop competencies essential to certification in the public schools.

Requirement for Speech Communication Major:

24 semester hours above Sp. Comm. 2, including 3, 7, 8, 9, 14 (Dram. Arts 10, 11, 12, or 13 may be credited toward a major but not toward a minor); Psychology 1 is required but will not substitute for Speech Communication courses; four semesters of participation in intercollegiate forensics or WVWC-FM Radio; demonstration of required competencies.

Requirement for Speech Communication Minor:

15 semester hours above Sp. Comm. 2, including 3, 7, 8, 9; two semesters of participation in intercollegiate forensics or WVWC-FM Radio.

2. Fundamentals of Speech Communication. 3 hrs.
An introduction to the fundamental concepts involved in any communication situation. Contemporary theories in intrapersonal, small group, and audience-oriented communication will be tested through practical experience. *Prerequisite:* Sophomore standing.

3. Voice and Diction. 3 hrs.
A study of the physical production, resonation, and articulation of sound for normal human speech, with an introduction to the international phonetic alphabet. The student is introduced to exercises which may help him develop a strong, flexible, resonant voice and good diction.

4. Creative Dramatics. 3 hrs.
The study of creativity, its role and application in dramatics, and the manner in which creative dramatics assists in the intellectual, physical, and intuitive development and growth of children and youth.

5. Speech and Language: Development and Correction. 3 hrs.
A study of speech and language development in the child with an introduction to the causes and treatment of speech defects. Students will become familiar with techniques for helping the child develop good speech patterns and with referral procedures for children in need of pathological care. The course will be useful to anyone planning to work with children and youth.

6. Advanced Speech. 3 hrs.
A course designed to study the principles of human communication and their impact on the study of public speaking. The class will discuss theories and test their application through practice speeches. *Prerequisite:* Sp. Comm. 2.

7. Interpersonal Communication. 3 hrs.
The student through readings and discussion, will study the factors essential to effective communication on a one-to-one basis. The course will deal with problems of both an individual and a social nature. Through class projects the student will apply theoretical knowledge in practical ways. *Prerequisite:* Sp. Comm. 2.

8. Public Address. 3 hrs.
The course combines traditional concepts of rhetorical theory in its historical form with contemporary research on persuasion theory. The student will examine, through lectures, discussion and readings, speech delivery techniques, evidence and reasoning used in a speech, critical characteristics of the audience, and related concepts. The student will research, organize, and deliver several different types and forms of speeches. *Prerequisite:* Sp. Comm. 2.

9. Small Group Discussion. 3 hrs.
The student, through readings and discussion, will become familiar with group dynamics, process, and leadership and the contemporary studies and theories that relate to effective participation in small group situations. The student will participate in simulated discussion situations and be responsible for several group projects. *Prerequisite:* Sp. Comm. 2.

10. Argumentation and Debate. 3 hrs.
Study of the fundamental principles of argumentation and debate. The student will gather evidence, study contemporary persuasion and argumentation theory, and learn how to conduct himself with confidence in a verbal exchange. Participation in practice debates is required. *Prerequisite:* Sp. Comm. 2.

11. Novice Intercollegiate Debate. 1 hr.
A course designed to provide a fundamental knowledge and experience in debate. The student may participate in intercollegiate debate tournaments on the beginning level. *May be repeated two times for credit.*

12. Intercollegiate Debate. 1 hr.
This course encompasses all work necessary to prepare a student for successful participation in intercollegiate debate. This includes activities such as research in a specific area, practicing techniques of communication and persuasion, and studying the principles of logic and analysis of policy changes. May be repeated six times for credit. *Prerequisite:* Sp. Comm. 11 and consent of the instructor.

13. Readings in Speech Communication. 1-3 hrs.
Junior or senior students may research special topics in speech communication with the direction of a faculty member in the department. The project and its credits must be approved by the instructor and the department chairman. *Prerequisite:* A grade point average of at least 3.0 in a minimum of 15 hours taken in Speech Communication is desirable.

14. Seminar in Public Address. 3 hrs.
A seminar designed to study Greek, Roman, British, Indian and American rhetorical criticism. The student will learn the fundamental principles of rhetorical criticism and, through discussion and oral reports, will use these tools in analyzing historical rhetoric and in improving his own speech-making. *Prerequisite:* Sp. Comm. 8.

15. Fundamentals of Radio and Television Production. 3 hrs.
An introduction to basic in-studio technique in both radio and television. The student will be required to master use of equipment and fundamental production techniques in both areas and perform projects.

16. Introduction to Broadcasting. 3 hrs.
The historical development of broadcasting including the early years of experimentation, the establishment of broadcasting as a public service, growth of governmental and social controls, basic communications laws, the emergence of the concept of mass communication, and consideration and criticism of the effects of the mass media on our present society.

Dramatic Arts

Courses and co-curricular activities offered in dramatic arts are designed to provide experiences in all aspects of theatre and oral interpretation. Through these experiences can evolve an understanding and appreciation for total theatre. Students majoring in the department will be provided a broad background on which to base specialized graduate or professional study, to prepare for teaching in the public schools, or to direct community and organizational theatre activities. Courses and activities are open to all students who wish to nurture their appreciation for the aesthetic in theatre, and/or seek knowledge and skills applicable to education, religious, and service-oriented occupations and a vocational involvement in community theatre.

Requirement for Dramatic Arts Major:

27 semester hours, including 2, 3, 4, 5, 10, 11, 14 or 15, 16, 18, and Speech Communication 3; major responsibilities in at least four full-length West Virginia Wesleyan College Theatre productions; demonstration of required competencies. (Speech Communication 4 and English 32, 33 may be credited toward a major.)

Requirement for Dramatic Arts Minor:

15 semester hours, including 2, 3, 5, 10 and 11 or 12, 14 or 15; major responsibilities in at least two full-length West Virginia Wesleyan College Theatre productions.

1. Theatre Practicum. **1 hr.**
Intensive practice in the various aspects of theatre production: acting, designing, building and painting scenery and properties; lighting design and execution; costume design and construction; make-up design and application; box office and promotion procedures; children's theatre; technical direction; and stage or theatre management. The student may accomplish his goals through active commitment to West Virginia Wesleyan College Theatre or Reader's Theatre productions or through practicum arranged with a departmental faculty member. *Prerequisite:* Consent of the director or technical director of theatre. *May be repeated eight times for credit.*

2. Introduction to Drama. **2 hrs.**
An introduction to dramatic action, form, structure, and style through the reading, analysis and discussion of various types of plays from significant periods in the history of drama in the western world. *Required of all students planning to take courses in design, acting, directing, or dramatic literature.*

3. Introduction to Theatre. **2 hrs.**
An introduction to the production of play scripts for audiences. Readings, discussions and laboratory experiences in staging techniques and contemporary trends in design, construction, lighting, acting and directing. Theatre organization and production responsibilities will be stressed.

4. History of Dramatic Arts. **3 hrs.**
A study in-depth designed to develop the student's awareness of the various ways dramas have been presented through a study of the great periods of theatre. *Prerequisite:* Dram. Arts 2 and 3 or permission of the instructor.

5. Design for the Stage. **3 hrs.**
A survey of theatre production theories and techniques. The course includes problems with costumes, make-up, lighting, sound, scenery, properties, theatre management and theatre architecture. *Prerequisites:* Dram. Arts 2 and 3 or consent of the instructor.

6. Scene Design. **2 hrs.**
A combined lecture and laboratory course in contemporary theatre methods of scene design, painting, and properties. (Aimed toward the serious theatre student working to acquire a better understanding of technical theatre.) *Prerequisites:* Dram. Arts 2, 3, 5.

7. Lighting. **2 hrs.**
A course dealing with the basic techniques of lighting for the stage. This is designed to help students acquire a competence in creating workable lighting effects for school, church, and community theatres. *Prerequisites:* Dram. Arts 2, 3, 5.

8. Stage Costuming. **2 hrs.**
Experience in the research, design, and construction of costumes for the stage. The use of color and materials in relationship to costumes will be stressed. *Prerequisites:* Dram. Arts 2, 3, 5.

9. Stage Make-up. **1 hr.**
An investigation of the principles, techniques, and materials of stage make-up and practical experience in their application.

10. Acting I. **2 hrs.**
A combined lecture and studio course concerned with the problems of acting in relation to the theatre and actual life experience. Emphasis will be on developing relaxation, concentration, imagination and stage movement through basic exercises and improvisation. *Prerequisite:* Dram. Arts 2 or consent of the instructor.

11. Acting II. **2 hrs.**
Continuation of Acting I with emphasis on character analysis and creation and developing empathic and comic technique. *Prerequisites:* Dram. Arts 10 and consent of the faculty of the department.

12. Oral Interpretation. **3 hrs.**
A course providing training for the student in the techniques of dramatic reading and reader's theatre, and supporting his creativity in the planning and presentation of programs of a dramatic nature.

13. Oral Interpretation, Independent Study. **1 hr.**
An extension of Oral Interpretation. A course, by private instruction, designed to assist the student in the planning and presentation of a dramatic program. *Prerequisites:* Dram. Arts 12 and consent of the instructor.

14. Premodern Drama. **3 hrs.**
A study designed to acquaint the student with the world's outstanding works of drama (excluding Shakespeare and modern) in the light of their times. *Prerequisite:* Dram. Arts 2 or consent of the instructor.

15. Modern Drama. **3 hrs.**
Concerned with exposing the student to outstanding dramas of the twentieth century in the context of the social, artistic, and philosophical currents of the age. *Prerequisite:* Dram. Arts 2 or consent of the instructor.

16. Directing. **3 hrs.**
Study and experience in the director's functions in staging and producing plays for schools, churches, and other community organizations. Through exercises in stage composition, movement, business, tempo and rhythm, and style, the student prepares for his final project: directing a one-act play or assisting the direction of full-length play. *Prerequisites:* Dram. Arts 2, 3, 5, 10 and 11, or consent of the instructor.

17. Readings in Dramatic Arts. **1-3 hrs.**
Junior or senior students may research special topics in dramatic arts with the direction of a faculty member in the department. The project and its credits must be approved by the instructor and the department chairman. *Prerequisites:* A grade point average of at least 3.0 in a minimum of 18 hours taken in Dramatic Arts is desirable.

18. Seminar in Dramatic Arts. **3 hrs.**
Studies will include research in dramatic criticism and special topics in dramatic arts not incorporated in regular course offerings. *Prerequisite:* A minimum of 20 hours in Dramatic Arts or consent of the instructor.

Speech Communication and Dramatic Arts

The combined speech communication and dramatic arts major is offered for students seeking certification for public school teaching or for those who do not choose to specialize at the undergraduate level. Students planning to teach oral communication and dramatic arts in the public schools should counsel with the department chairman in order to plan the fulfillment of all certification and competency requirements.

Requirement for Major:

30 semester hours including Sp. Comm. 3, 7, 8; Dram. Arts 2, 3, 10 and 11 or 12, 14 or 15; Sp. Comm. 14 or Dram. Arts 18; at least four semesters of participation in intercollegiate forensics, WVWC-FM Radio, and/or West Virginia Wesleyan College Theatre; demonstration of required competencies.

WESLEY CHAPEL

Register

Administrative Officers and Staff 1980-1982

ACADEMIC AFFAIRS, Vice President for, and
Dean of the College ..... *Kenneth B. Welliver*
Administrative Secretary ..... *Kay Tenney*

ACADEMIC COUNSELING, CAREER DEVELOPMENT AND PLACEMENT, and Assistant to the Vice President for Academic Affairs ..... *Judith K. Siewert*

ADMINISTRATION, Vice President for ..... *Patton L. Nickell, Jr.*
Administrative Secretary ..... *Maggie Freed*

ADMISSIONS, Director of ..... *Wenrich H. Green*
Office Manager ..... *Jane Squires*
Counselor ..... *Andrew Prochaska*
Counselor ..... *Gail Schenck*
Counselor ..... *Kathleen Talbott*

ALTERNATIVE EDUCATION PROGRAM ..... *Keith P. Burns*

ATHLETICS, Director of ..... *Samuel M. Ross*
Administrative Secretary ..... *Janet Crites*

BOOKSTORE, Co-Managers of ..... *Lee Snyder and Arletta Mick*

BURSAR ..... *Gerald V. Steed*

CAMPUS CENTER, Director of ..... *Robert N. Skinner*

COLLEGE ADVANCEMENT, Vice President for ..... *David G. Puddington*
Administrative Secretary ..... *Evelyn Stutler*
Alumni Activities, Director of
Unit Manager ..... *Dorothy Warner*

Communications and Public Relations, Director of ..... *Arthur W. Hansen*
Unit Assistant ..... *Glenda Hyre*
Planned Giving, Director of ..... *Herbert L. Sharp*
Unit Manager ..... *Leota Squires*

COMPTROLLER ..... *David C. Fleenor*
Administrative Secretary ..... *Margie Riggs*

COMPUTER CENTER, Director of ..... *Ronald H. Klausewitz*

EDUCATIONAL MEDIA SERVICES, Director of ..... *Robert C. Moore*
Educational Outreach Program, Coordinator of ..... *Nancy Corder*

FINANCIAL AID, Director ..... *Catherine P. Howell*
Financial Aid Officer ..... *Lettie LaBrake*
Financial Aid Officer ..... *Sharon Powell*

HOUSING AND CONFERENCES, Director of ..... *William N. Johnston*

LATIN AMERICAN STUDIES, Director of ..... *Fredrick A. Peterson*

LEARNING CENTER, Director of ..... *Phyllis Coston*
Assistant ..... *Jerri Carpenter*

LIBRARY
Librarian ..... *Keith P. Burns*
Cataloger ..... *Judith R. Martin*
Reference, Head of ..... *Benjamin Crutchfield, Jr.*
Reference Librarian ..... *Ferenc F. Androczi*
Reference Librarian (Part-time) ..... *Mary Thiedeman*
Assistant Librarian in Reference ..... *Jacqueline Colson*
Assistant Librarian in Cataloging ..... *Shirley Burns*
Assistant in Periodicals ..... *Margaret Balli*
Assistant in Acquisitions ..... *Marjorie Miles*
Supervisor in Circulations & Reserve ..... *Lucille Bowers*
Assistant in Circulations (Part-time) ..... *Jolanda Holmes*
AVISC ..... *Patricia Long*

MANAGEMENT INFORMATION SYSTEM, Director of ..... *Jean Fitzgerald*
Program Planner ..... *Philip Loftis*

NURSE, Director of Health Center ..... *Patricia Strader, R. N.*

PARISH MINISTRY, Director of ..... *Marvin H. Carr III*

PERSONNEL, Coordinator ..... *Kay Carpenter*

PHYSICAL PLANT, Director of ..... *Hugh Radcliff*
Custodial Supervisor ..... *James Farnsworth*
Custodial Supervisor ..... *Junior Jeffries*

PHYSICIAN ..... *Robert L. Chamberlain, M. D.*

PHYSICIAN ..... *Jeanie Wiest, M. D.*

PRESIDENT OF THE COLLEGE ..... *Fred E. Harris*
Assistant to President ..... *Jean Fitzgerald*
Administrative Assistant ..... *Wilma Bizaro*

PSYCHOLOGIST, Staff ..... *Ruth Ann Calef*

PURCHASING, Director of ..... *William B. Hicks, Jr.*

REGISTRAR
Assistant ..... *Linda Winspear*

SECURITY, Chief of ..... *Gerald H. Phillips*

SERVICE CENTER, Director of ..... *Howard Hiner*

STRENGTHENING DEVELOPING INSTITUTIONS PROGRAM
Coordinator of ..... *Howard H. Bright*
Administrative Secretary ..... *Wanda Donahue*

STUDENTS, Dean of ..... *Dallas B. Bailey*
Administrative Secretary ..... *Vera Hornbeck*

VETERANS' COORDINATOR ..... *Lettie LaBrake*

Board Of Trustees

Officers
JAMES R. THOMAS II, Chairperson
WILLIAM B. GROVE, First Vice Chairperson
FRANK E. WILLIAMS, JR., Second Vice Chairperson
ROSS M. EVANS, Third Vice Chairperson
E. DAVID DuBOIS, Vice Chairperson without portfolio
ROBERT A. CHANDLER, Secretary

Members Ex Officio
WILLIAM B. GROVE, Resident Bishop of the West Virginia Area
JAMES M. AULT, Resident Bishop of the Pittsburgh Area
FRED E. HARRIS, President

Members Elect

Terms Expire 1981
JOSEPH S. BEESON, Charleston
JEAN J. BEARD, Westernport, MD
E. DAVID DuBOIS, Wheeling
GARRETT H. EVANS, Huntington
ROSS M. EVANS, Wheeling
THOROLD S. FUNK, Charleston
CARL V. LYON, Annandale, VA
JAMES R. THOMAS II, Charleston

Terms Expire 1982
ANDREW L. BLAIR, Charleston
SUZAN E. BLY, Winston-Salem, NC
M. H. CUMMINGS, JR., Huntington
HAROLD T. ELMORE, Buckhannon
JOHN H. HODGE, Bridgeport
J. CLAIR JARVIS, Charleston
HUGH A. LATIMER, Barrington, IL
MELVIN S. RISINGER, Charleston
F. ROSSING SMITH, Charleston

Terms Expire 1983
FRANK E. BOURNER, Romney
LAWRENCE F. BLACKBURN, Greensburg, PA
OLIVER CULPEPPER, Charleston
J. ROBERT FLETCHER, Huntington
WILLIAM D. KNOX, Buckhannon
SAMUEL B. SINK, Charleston
JAMES H. WALKER, Charleston
F. EMERSON WOOD, Huntington

Terms Expire 1984
JAMES H. BOWEN, Pittsburgh, PA
EDWIN L. D. DILS, Parkersburg
ROBERT A. CHANDLER, Weston
CHARLES A. GODWIN, Bluefield
HERBERT H. HENDERSON, Huntington
W. LEROY JONES, Clarion, PA
DALE WATERS, Parkersburg
HARRIETT WELSHONCE, Elkins
FRANK E. WILLIAMS, Buckhannon
RICHARD L. WRIGHT, Bridgeport

Emeriti

L.W. Boley
W. Sproule Boyd
Ramsey M. Bridges
A.D. Coppinger
William E. Daugherty
Joseph P. DeBardi
Fred G. Holloway
Myron B. Hymes, Sr.
Howard W. Jamison
Ross Linger
R. Talmage Mallory
Charles W. Paskel
Okey L. Patteson
D.C. Pickens
G.I. Rohrbough
Frank L. Shaffer, Sr.
Mrs. Victor Shaw
Glen W. Stewart
Mrs. Aquilla T. Ward
Adolph P. Weaver
William A. Young

The Faculty 1980-82

FRED E. HARRIS, *President of the College*. B.S., M.S., Indiana State University; Ed.D., Indiana University; L.H.D., Southwestern College.

Ferenc F. Androczi, *Associate Professor of Library Science and Reference Librarian* (1970). M.L.S., Syracuse University; Ph.D., Budapest.

Dallas B. Bailey, Jr., *Professor of Sociology and Dean of Students* (1979). B.A., Salem College; M.A., Ph.D., Kent State; M.S.W., West Virginia University.

Pamela M. Balch, *Assistant Professor of Education* (1978). B.S., West Virginia Wesleyan College; M.Ed., Ed.D., West Virginia University.

Arminta T. Baldwin, *Associate Professor of English* (1966).A.B., Glenville State College; M.A., West Virginia University.

Franck Bayard, *Professor of Economics* (1967). Baccalaureate, Lycee Petion, Haiti; L.L.B., University of Haiti; M.A., Howard University.

J. Peter Bercovitz, *Professor of Religion* (1965). B.A., Occidental College; B.D., San Francisco Theological Seminary; Ph.D., University of Edinburgh.

Frank D. Berisford, *Associate Professor of Business* (1971). A.B., Marshall University; M.B.A., Wharton School, University of Pennsylvania.

Michael L. Berry, *Associate Professor of Mathematics* (1966). B.S., West Virginia Institute of Technology; M.A., Pennsylvania State University.

Robert S. Braine, *Associate Professor of Health and Physical Education and Assistant Football Coach and Track Coach* (1969). B.S., Lock Haven State College; M.A.T., University of North Carolina; Ph.D., West Virginia University.

Howard H. Bright, *Professor of Sociology and Anthropology* (1967). B.S., University of Pittsburgh; S.T.B., Th.D., Boston University.

Jane C. Bryant, *Instructor of Nursing* (1976). B.S.N., Alderson-Broaddus College.

John P. Burgess, *Associate Professor of Education* (1971). B.S., Purdue University; M.A., Ball State University; M.A.T., Miami University; Ed.D., Ball State University.

Keith P. Burns, *Associate Professor of Library Science, Head Librarian and Director of Alternative Education Program* (1971). B.M.E., Texas Wesleyan College; M.L.S., North Texas State University.

Richard S. Calef, *Professor of Psychology* (1970). B.A., Bridgeport University; M.A., Ph.D., Southern Illinois University.

Ruth A. Calef, *Associate Professor of Psychology and Staff Psychologist* (1971). B.A., North Central College; M.A., Ph.D., Southern Illinois University.

Margaret C. Campbell, *Instructor of Nursing* (1976). B.S.N. Alderson-Broaddus College.

Ernest Capstack, Jr., *Professor of Chemistry* (1964). B.S., Massachusetts Institute of Technology; M.S., University of Rhode Island; Ph.D., Brown University.

Jerri C. Carpenter, *Instructor of Education (pt)* (1978). B.A., West Liberty State College; M.A.T., West Virginia Wesleyan College.

Kent H. Carpenter, *Assistant Professor of Health and Physical Education and Head Football Coach* (1969). B.A., West Virginia Wesleyan College; M.Ed., Ohio University.

Marvin H. Carr III, *Assistant Professor of Christian Education and Director of Parish Ministry* (1974). B.S., West Virginia University; B.D., Duke Divinity School; M.A., West Virginia University; S.T.M., Union Theological Seminary.

Richard C. Clemens, *Associate Professor of Business* (1977). B.B.A., Ohio University; M.B.A., Bowling Green State University.

Carl M. Colson, *Professor of Biology* (1969). B.S., University of Nebraska; Ph.D., University of Florida.

Herbert R. Coston, Jr., *Professor of History* (1962). B.A., University of Florida; B.D., Garrett Theological Seminary; M.A., Ph.D., Northwestern University.

Phyllis E. Coston, *Associate Professor of Education* (1963). A.B., West Virginia Wesleyan College; M.A., Northwestern University.

Robert S. Craig, *Professor of Business* (1961). A.B., Davis and Elkins College; M.Ed., University of Delaware.

Patricia Craven, *Assistant Professor of Nursing* (1971). B.S., Alderson-Broaddus College; M.N., University of Pittsburgh.

Benjamin F. Crutchfield, *Associate Professor of Library Science and Head of Reference Department* (1969). B.A., M.L.S., University of North Carolina.

Roy W. Curry, *Professor of History* (1966). A.B., Marshall College; M.A., West Virginia University; Ph.D., Duke University.

William F. Curry, *Assistant Professor of Government* (1977). B.A., Boston University; M.A., West Virginia University.

Caroline L. Dees, *Associate Professor of Music* (1969). A.B., Tift College; M.M., University of Kentucky.

Glenndale M. DeFoe, *Associate Professor of English* (1975). B.S., M.A., Oklahoma State University; Ph.D., University of Denver.

A. Charles Drubel, *Instructor of Business* (1980). B.A., Duke University; M.B.A., College of William and Mary.

Gary W. Eckles, *Instructor of Speech Communication* (1980). B.A., Bowling Green State University; M.A., University of Massachusetts.

Franklin C. Ellis, *Professor of Health and Physical Education and Coach of Baseball* (1950). B.S., West Virginia Wesleyan College; M.A., West Virginia University.

Sister Mona Farthing, *Assistant Professor of Nursing* (1976). B.S.N., M.S.N., The Catholic University of America.

Martin I. Finston, *Assistant Professor of Physics* (1979). B.A., B.S., University of Rochester; M.S., Ph.D., University of Illinois.

Linda D. Gamble, *Assistant Professor of Music* (1974). B.Mus., M.Mus., D.M.A., West Virginia University.

Joseph F. Glencoe, Jr., *Associate Professor of Biology* (1966). A.B., M.S., West Virginia University.

Doris S. Godsey, *Associate Professor of Nursing* (1971). B.S., Indiana State University; M.S., University of Maryland.

Wenrich H. Green, *Director of Admissions and Associate Professor of Education* (1977). A.B., Lycoming College; M.S., Pennsylvania State University.

Katharine B. Gregg, *Associate Professor of Biology* (1976). B.A., Emory University; Ph.D., University of Miami.

Anthony Gum, *Associate Professor of Business* (1969). A.B., Glenville State College; M.A., Marshall University.

Thaddeus J. Gurdak, *Associate Professor of Religion* (1976). B.A., M.A., St. John's University; Ph.D., University of Wisconsin.

Kathryn A. Haas, *Instructor of Physical Education and Athletics Coach* (1978). B.A., Marshall University; M.A., Ohio State University.

Lillian J. S. Halverson, *Associate Professor of Home Economics* (1970). B.S., M.S., Stout State University.

Allen T. Hamner, *Professor of Chemistry* (1969). *Instructor of German* (1973). B.S. West Virginia Wesleyan College; Ph.D., Cornell University.

Paul R. Hickman, *Professor of Earth Science* (1958). B.S., Ohio State University; M.S., West Virginia University.

Annette R. Hiedemann, *Professor of Psychology* (1968). B.A., University of California; Ph.D., Leopold-Franzens Universitat, Innsbruck, Austria.

Carroll A. Hinkle, *Assistant Professor of Nursing* (1978). A.A.Sc., Northern Virginia Community College; B.S., University of Virginia; M.S.N., Catholic University of America.

Lonnie J. Hinkle, *Assistant Professor of Education* (1978). B.A., West Virginia Wesleyan College; M.Ed., University of Pittsburgh; D.Ed., George Washington University.

Homer E. Holloway, *Professor of Chemistry* (1961). B.S., M.S., University of Akron; Ph.D., Louisiana State University.

Arthur B. Holmes, *Associate Professor of Religion* (1970). B.S., Stetson University; B.D., Emory University; Ph.D., Drew University.

Susan J. Hopkins, *Instructor of Speech Communication and Dramatic Arts* (1979). B.S., M.A., Central Michigan University.

Caroline M. Hornor, *Assistant Professor of Health and Physical Education and Basketball and Field Hockey Coach* (1974). B.S., Ursinus College; M.S., West Virginia University.

Robert L. Hunt, *Associate Professor of History* (1959). B.A., Alderson-Broaddus College; M.A., Marshall University.

Ellis Ivey II, *Professor of Education* (1971). B.A., University of Texas; M.A., Texas A & I University; Ed.D., North Texas State University.

Nancy Jackson, *Associate Professor of Nursing* (1977). B.S., Boston University; M.N.Ed., University of Pittsburgh.

Vera Kauffman, *Associate Professor of Nursing* (1977). B.S., Eastern Mennonite College; M.Ed., University of Pennsylvania.

Bernard F. Keating, *Assistant Professor of Philosophy* (1977). B.A., College of William and Mary; M.A., Ph.D., University of Virginia.

R. Gary Kendrick, *Assistant Professor of Music* (1977). B.Mus., B.M.E., VanderCook College; M.M., University of Michigan.

Ronald H. Klausewitz, *Assistant Professor of Mathematics and Director of the Computer Center* (1974). B.S., M.S., University of South Florida.

Ronald L. Kupcinski, *Assistant Professor of Business* (1979). B.S., M.Ed., S.C.T., Murray State College.

Volkmar Lauber, *Assistant Professor of Government* (1977). LL.D., University of Vienna; LL.M., Harvard Law School; Ph.D., University of North Carolina.

Bobby H. Loftis, *Professor of Music* (1959). B.M., Shenandoah Conservatory of Music; M.M., Florida State University; Ph.D., West Virginia University.

William E. Mallory, *Associate Professor of English* (1969). B.A., The American University; M.A., University of Washington.

Benjamin F. Martin, *Associate Professor of History* (1975). A.B., Davidson College; Ph.D., University of North Carolina.

Judith Martin, *Assistant Professor of Library Science and Cataloger* (1976). B.A., Wheeling College; M.A., M.S.L.S., University of North Carolina.

Thomas R. Martin, *Assistant Professor of Health and Physical Education and Head Soccer Coach* (1978). B.A., Davis and Elkins College; M.S., Ed.D., West Virginia University.

Paul E. McArdle, *Associate Professor of Education* (1975). B.A., University of Dallas; M.Ed., North Texas State University; Ed.D., University of Mississippi.

Delores E. McCollum, *Assistant Professor of Nursing* (1973). B.S.N., University of Colorado; M.S.N., West Virginia University.

Rodger J. McCormick, *Associate Professor of Biology* (1977). B.S., Shippensburg State College, M.S., University of Maryland; D.Ed., Pennsylvania State University.

Judith A. McKinney, *Assistant Professor of Nursing* (1977). B.S., West Virginia Wesleyan College; M.A., West Virginia University.

David A. Milburn, *Associate Professor of Music* (1966). B.M., M.M., West Virginia University.

Sybil C. Miller, *Associate Professor of Home Economics* (1969). B.S., Concord College; M.S., West Virginia University.

Donna F. Moore, *Instructor of Nursing* (1979). A.S., Shenandoah College and Conservatory of Music; B.S., George Mason University.

Robert C. Moore, *Instructor of Library Science and Education, Coordinator of Audio-Visual Media Center* (1979). B.S., Edinboro State College; M.S., Clarion State College.

Joseph B. Mow, *Professor of Philosophy* (1963). B.A., Manchester College; B.D., Ph.D., University of Chicago.

James K. Myers, *Associate Professor of Health and Physical Education and Golf Coach* (1963). B.S., West Virginia Wesleyan College; M.S., West Virginia University.

Kumaran R. Nair, *Associate Professor of Economics* (1969). B.A., M.A., Kerala University, India.

Darryl A. Newberger, *Assistant Professor of Education* (1977). B.A., Kansas Wesleyan University; M.S., Queens College; Ed.D., University of Houston.

Patton L. Nickell, *Associate Professor of Education and Vice President for Administrative Affairs and Acting Treasurer* (1963). B.S., West Virginia Wesleyan College; M.A., Marshall University.

Betty J. Norvell, *Professor of Speech and Dramatic Arts* (1957). A.B., Greensboro College; M.A., Ohio University.

Robert J. O'Brien, *Associate Professor of English* (1971). B.A., Louisiana State University; M.A., Ph.D., University of Iowa.

William B. Oldaker, *Associate Professor of Art* (1970). B.A., West Virginia Wesleyan College; M.A., American University.

Reginald D. Olson, *Associate Professor of Sociology* (1979). B.A., Ohio State University; B.D., Garrett Theological Seminary; M.A., Ph.D., Ohio State University.

Larry R. Parsons, *Professor of Music* (1968). B.A., Kansas Wesleyan University; M.S.M., Southern Methodist University; D.M.A., University of Illinois.

Fredrick A. Peterson, *Professor of Anthropology and Director of the Center for Latin American Studies* (1964). B.A., M.A., Mexico City College.

Bonnie J. Piper, *Instructor of Nursing* (1977). B.S., West Virginia Wesleyan College.

Edward H. Piper, *Associate Professor of Psychology* (1971). A.B., College of Wooster; M.A., Ph.D., University of Chicago.

Charles I. Presar, *Associate Professor of Speech and Dramatic Arts* (1967). B.A., Heidelberg College; M.A., Northwestern University.

Sandra E. Presar, *Assistant Professor of Speech and Dramatic Arts (pt)* (1968). B.S., M.A., Bowling Green State University.

Larry A. Reed, *Assistant Professor of Speech and Dramatic Arts* (1977). B.A., West Virginia Wesleyan College; M.A., West Virginia University.

G. Paul Richter, *Professor of Chemistry* (1965). B.A., Grinnell College; Ph.D., University of Minnesota.

Samuel M. Ross, *Associate Professor of Health and Physical Education and Director of Athletics* (1956). B.S., West Virginia Wesleyan College; M.S., West Virginia University.

N. Jean Roy, *Associate Professor of Nursing* (1979). B.S., Alderson-Broaddus College; M.A., West Virginia University.

Dean H. Ruhlow, *Professor of Business* (1959). B.S., West Virginia Wesleyan College; M.A., University of Nebraska.

John K. Saunders, *Assistant Professor of English* (1978). B.A., M.A., Oklahoma State University; Ph.D., State University of New York at Stony Brook.

Robert E. Shafer, *Professor of Music* (1951). B.M., B.M.E., M.M., Northwestern University.

David F. Sharpe, *Assistant Professor of History* (1968). B.A., Wheeling College; M.A., University of Scranton.

David W. Sheppard, *Associate Professor of Mathematics and Computer Science and Physics* (1980). B.A., Gordon College; B.D., Andover-Newton Theological School; M.A., Brown University; M.L.S., University of Pittsburgh; Ph.D., Ohio State University.

Judith K. Siewert, *Assistant Professor of Education, Director of Academic Advising, Counseling and Placement and Assistant to the Vice President for Academic Affairs* (1975). B.S., M.S., University of Nebraska; Ed.D., University of South Dakota.

June Rose Simmons, *Assistant Professor of Home Economics* (1974). B.S., M.S., West Virginia University.

James R. Smith, *Associate Professor of Health and Physical Education and Director of Intramural Activities* (1968). B.S., West Virginia Wesleyan College; M.S., West Virginia University.

Ian M. Taplin, *Assistant Professor of Sociology* (1977). B.A., University of York; M.Phil., University of Leicester, England.

Helen TenBrink, *Associate Professor of Nursing* (1978). B.S.N. PHN, University of Michigan; M.P.H., University of North Carolina.

Mary P. Thiedeman, *Instructor of Library Science and Reference Librarian (pt)* (1971). B.A., Rollins College; M.S., Florida State University.

Michael H. Thiedeman, *Associate Professor of Art* (1971). B.A., Rollins College; M.F.A., Florida State University.

Stephen D. Tinelli, *Associate Professor of Art* (1961). B.S., Lamar State College of Technology; M.A., Columbia University.

Patricia Tracewell, *Assistant Professor of Health and Physical Education and Cheerleading Coach* (1970). B.S., M.S., West Virginia University.

Marjorie F. Trusler, *Assistant Professor of French* (1969). B.A., Hood College; M.A., Middlebury College.

Karen A. Vernal, *Instructor of Sociology* (1980). B.A., Duquesne University; M.S.W., University of Wisconsin-Milwaukee.

Robert J. Wallace, *Associate Professor of Business (pt)* (1960). A.B., J.D., West Virginia University.

Margaret I. Walls, *Professor of Home Economics* (1960). B.S., West Virginia Wesleyan College; M.S., West Virginia University.

John R. Warner, Jr., *Professor of Sociology* (1970). B.A., Baker University; S.T.B., Ph.D., Boston University.

Elizabeth M. Weimer, *Associate Professor of Biology* (1962). B.S., Bethany College; M.S., University of New Hampshire.

Kenneth B. Welliver, *Professor of Religion, Vice President for Academic Affairs and Dean of the College* (1964). B.A., DePauw University; B.D., Yale Divinity School; M.A., Ph.D., Yale University.

Joseph E. Wiest, *Associate Professor of Mathematics and Physics* (1973). B.S., Eastern Illinois University; M.S., Ph.D., University of Kentucky.

Esther G. Wilmoth, *Associate Professor of Education and Christian Education and Director of the Child Development Center* (1965). A.B., West Virginia Wesleyan College; M.A., Scarritt College.

David F. Wolfe, *Professor of Chemistry* (1965). B.S., West Virginia Wesleyan College; M.S., Ph.D., West Virginia University.

Ben E. Young, *Assistant Professor of Economics* (1975). B.B.A., University of Kansas; M.A., University of Missouri; Ph.D., University of Oklahoma.

EMERITI

CALVIN BUELL AGEY, *Professor of Music, Emeritus* (1946-1973). B.M., M.M., College of Music of Cincinnati; Ph.D., Florida State University.

LEWIS BATES CLARK, *Professor of Business Administration, Emeritus* (1952-1959). A.B., M.A., University of Maine; Ed.D., Rutgers University.

MARIAN McBRAIR DAVIS, *Professor of English, Emeritus* (1961-1978). A.B., Carroll College; A.M., Northwestern University; Ed.D., Columbia University.

SIDNEY THOMAS DAVIS, *Professor of Religion and Christian Education, Emeritus* (1947-1976). A.B., West Virginia Wesleyan College; S.T.B., Boston University; Ed.M., Ph.D., University of Pittsburgh.

FLORENCE E. ELLIOTT, *Professor of Nursing, Emeritus* (1976-1980). A.A., Sullins College; B.S.N.Ed., University of Virginia; M.A., Columbia University.

MARGARET E. WELLS FOSTER, *Associate Professor of English, Emeritus* (1964-1974). B.A., M.A., West Virginia University.

ALBIN R. GILBERT, *Professor of Psychology, Emeritus* (1963-1968). Ph.D., University of Prague.

ELIZABETH L. GILL, *Associate Professor of English, Emeritus* (1967-1977). B.S., Indiana State Teachers College; M.Ed., Indiana University of Pennsylvania.

ARTHUR BENJAMIN GOULD, *Professor of Chemistry, Emeritus* (1943-1967). B.S., West Virginia Wesleyan College; M.S., Ph.D., Cornell University.

RALPH GRIESER, *Associate Professor of Christian Education and Director of Town and Country Work, Emeritus* (1961-1973). A.B., Ohio Wesleyan University; M.Div., Yale Divinity School.

MARY B. HALLAM, *Associate Professor of Mathematics, Emeritus* (1965-1977). B.S., West Virginia Wesleyan College; M.A., Duke University.

WILLIAM A. HALLAM, *Professor of Mathematics, Emeritus* (1928-1973). B.S., Washington and Jefferson College; A.M., Johns Hopkins University; D.S., West Virginia Wesleyan College.

THORVALD W. JORGENSEN, *Associate Professor of Business Administration and Economics, Emeritus* (1965-1977). B.A., University of Utah; M.B.A., New York University.

HELEN STOCKERT MORGAN, *Associate Professor of Library Science and Librarian, Emeritus* (1946-1970). A.B., West Virginia Wesleyan College; B.S., Columbia University.

JUANITA BOWYER PARKER, *Professor of Business Administration and Economics, Emeritus* (1953-1973). B.S., West Virginia Institute of Technology; M.A., Marshall College.

GEORGE BOWYER ROSSBACH, *Professor of Biology and Curator of the Herbarium, Emeritus* (1949-1976). B.S., A.M., Harvard University; Ph.D., Stanford University.

RALPH LAVERY SHATTUCK, *Associate Professor of Education, Emeritus* (1960-1969). A.B., Emerson College; M.Ed., University of Buffalo.

JOHN DAVID SHAVER, *Professor of Speech and Dramatic Arts, Emeritus* (1947-1968). B.S., Northeast Missouri State Teachers College; M.A., State University of Iowa.

HELEN L. STEALEY, *Associate Professor of Education and Christian Education and Director of Early Childhood Education, Emeritus* (1960-1978). A.B., West Virginia University; M.A., Duke University.

CECIL THAYER WHITE, *Associate Professor of Government, Emeritus* (1966-1973). A.B., Southwestern University; M.A., George Washington University.

NELLIE GERTRUDE WILSON, *Assistant Professor of Christian Education and Official College Hostess, Emeritus* (1943-1967). A.B., DePauw University.

List of Presidents

BENNETT W. HUTCHINSON, A.M., S.T.D., LL.D., 1890-1898
FRANK B. TROTTER, A.M., LL.D. (Acting), 1898
SIMON L. BOYERS, A.M., D.D., 1898-1900
JOHN WIER, A.M., D.D., 1900-1907
CARL G. DONEY, Ph.D., LL.D., 1907-1915
THOMAS W. HAUGHT, A.M., Sc.D. (Acting), 1913-1914
WALLACE B. FLEMING, Ph.D., D.D., L.H.D., LL.D., 1915-1922
THOMAS W. HAUGHT, A.M., Sc.D. (Acting), 1922-1923
ELMER GUY CUTSHALL, Ph.D., 1923-1925
THOMAS W. HAUGHT, A.M., Sc.D. (Acting), 1925-1926
HOMER E. WARK, Ph.D., LL.D., 1926-1931
ROY McCUSKEY, S.T.B., D.D., 1931-1941
WALLACE B. FLEMING, Ph.D., D.D., L.H.D., LL.D. (Acting), 1941-1942
JOSEPH WARREN BROYLES, Ph.D., D.D., 1942-1945
ARTHUR ALLEN SCHOOLCRAFT, Ph.D., LL.D., (Acting), 1945-1946
WILLIAM JOHN SCARBOROUGH, Ph.D., LL.D., 1946-1956
ARTHUR ALLEN SCHOOLCRAFT, Ph.D., LL.D. (Acting), 1956-1957
STANLEY HUBERT MARTIN, A.B., S.T.B., M.A., Ph.D., D.D., LL.D., 1957-1972
KENNETH M. PLUMMER, A.B., B.D., Ph.D. (Acting), 1971
RICHARD ALVIN CUNNINGHAM, B.S., M.Ed., Ed.D. (Acting), 1972-1973
JOHN DAVISON ROCKEFELLER IV, A.B., LL.D., L.H.D., D.P.S., 1973-1975
WILLIAM H. CAPITAN, B.A., M.A., Ph.D. (Acting), 1975-1976
RONALD EUGENE SLEETH, B.A., B.D., M.A., Ph.D., 1976-1977
FRED E. HARRIS, B.S., M.S., Ed.D., 1977-

List of Deans

FRANK B. TROTTER, LL.D., 1890-1907
WILLIAM A. HAGGERTY, Ph.D., 1907-1909
THOMAS W. HAUGHT, Sc.D., 1909-1929
OSCAR DOANE LAMBERT, Ph.D., 1929-1944
ARTHUR ALLEN SCHOOLCRAFT, Ph.D., LL.D., 1944-1959
ORLO STRUNK, JR., Ph.D., 1959-1968
NELSON M. HOFFMAN, JR., Ph.D., 1968-1970
RICHARD ALVIN CUNNINGHAM, Ed.D. (Acting), 1970-1971
KENNETH M. PLUMMER, Ph.D., 1971-1973
RICHARD ALVIN CUNNINGHAM, Ed.D. (Acting), 1973-1974
WILLIAM H. CAPITAN, Ph.D., 1974-1979
KENNETH B. WELLIVER, Ph.D., 1979-

Index

A

Academic Advising 41
Academic Warning 53
Academic Program 41
Accelerated Program 49
Accreditation 17
Administrative Officers and Staff 129
Admission by High School Transcript 19
Admission by Transfer 20
Admission on Academic Probation 21
Advanced Placement by Testing 21
Alternative Entry Program 20
American Studies 57
Anthropology 120
Applied Arts and Sciences 64
Art 64
Associate of Arts Degree ... 72
Auditing ..... 24 & 55
Automobiles 39

B

Biology 66
Board, Expenses of 24
Business 69

C

Calendar 4-5
Chemistry 73
Chinese 105
Christian Education 74
Combination Degree Courses 46
Community Council 33
Computer Science 100
Contract Studies 50
Cooperative Education 51
Counseling Service 35
Courses Repeated 53
Courses, Withdrawal from 52
Credit by Examination 53
Credit for Educational Experiences in Armed Services 55
Credit for Noncollegiate Study 55
Credit for Professional Studies 54

D

Dean's List 52
Degree, Application for 50
Degrees Awarded 49
Degrees and Requirements for Graduation 48
Degrees with Distinction ... 49
Disciplinary Procedures 39
Divisional courses offered .. 57
Dramatic Arts 126

E

Economics 75
Education 77
Educational Outreach 48
Engineers, "Three-Two" course for 46
Engineering Physics 114
English 86
Examination, Comprehensive 50
Examination, National Teacher 82
Expenses 23

F

Faculty 132
Fashion Merchandising 96
Fee, General 24
Fees, Other 93
Financial Aid 26
Food Service 37
Foresters, "Three-Two and One-Half" course for 46
French 104

G

General Studies 41
German 104
Government 88
Grades and Quality Points 52

Greek 120
Graduation, Requirements for 48
Grants-In-Aid 28

H

Health and Physical Education 89
Health Physics 119
Health Services 32
History 92
Home Economics 95
Honors and Awards 34
Honors Program 47
Housing 36
Housing, Expenses of 24
Human Services ..... 44 & 59
Humanities 57

I

Instruction, Cost of 24
Instructional Offerings 57
Insurance 25
International Studies 59

J

January Term 24
Judicial System 38

L

Learning Center 35
Liberal Education Series ... 33
Library Science 98
Loans 27-29

M

Majors Offered 43
Master's Degree 83
Mathematics 99
Medical Technology ... 47 & 58
Merit Awards 28
Mine Management 72
Modern Languages 103
Music 105

N

Nursing ..... 43 & 110

O

Objectives, Wesleyan 13
Orientation 34

P

Payment, Terms of 25
Personnel Services 34
Philosophy 112
Physical and Biological Sciences 58
Physical Education 89
Physical Science 114
Placement Service 35
Preregistration 51
Presidents, List of 137
Probation, Academic 53
Professional Programs 43
Psychology 116

R

Reading-Study Development Center Courses 64
Refunds 26
Regional Development Studies 63
Registration, Changes in ... 51
Registration, Late 51
Registration, Time of 51
Regulations, Attendance ... 52
Regulations, General College 37
Disciplinary Probation ... 39
Places of Residence 36
Use of Cars 39
Rehabilitation 61
Religion 118

S

Scholarship Quotient 51
Scholarships and Student Aid 27
Scholarships, Freshman Honor 26
Scholarships, United Methodist 27
Secretarial Science 72
Semester Hours 50
Social Sciences 58
Social Welfare 59
Sociology and Anthropology 120
Speech Communication 123
Sports 32
Student Activities 33
Student Affairs and Campus Life 31
Student Load 51
Study Abroad 47
Summer School 24
Suspension and Withdrawal 53

T

Teacher Education ..... 44 & 80
Testing Service 36
Transcripts, Charge for 25
Trustees, Board of 131

W

Withdrawal from Courses .. 52
Workship, Work Study 28

Y

Youth Services 62

The Lawhead Press, Inc.
Athens, Ohio

Buckhannon, West Virginia 26201

Cover photographs by Arnout Hyde, Jr.